

Shamokin Area 10<sup>th</sup> Grade English Curriculum – Poetry

Focus	Common Core Standards	Objectives	Resources	Assessments Formative/Performance	Academic Vocabulary
<p>Textual Evidence</p> <p>Sound Devices</p> <p>Analysis of Literary Elements</p> <p>Fiction/Poetry Comprehension</p> <p>Vocabulary Acquisition from Text</p> <p>Organization and Essay Structure</p> <p>Narrative Writing</p> <p>Use of Technology</p>	<p>CC.1.3.9.A</p> <p>CC.1.3.9.B</p> <p>CC.1.3.9.C</p> <p>CC.1.3.9.D</p> <p>CC.1.3.9.E</p> <p>CC.1.3.9.F</p> <p>CC.1.3.9.G</p> <p>CC.1.3.9.H</p> <p>CC.1.3.9.I</p> <p>CC.1.3.9.J</p> <p>CC.1.3.9.K</p> <p>CC.1.4.9.B</p> <p>CC.1.4.9.C</p> <p>CC.1.4.9.D</p> <p>CC.1.4.9.E</p> <p>CC.1.4.9.F</p> <p>CC.1.4.9.G</p> <p>CC.1.4.9.H</p> <p>CC.1.4.9.J</p> <p>CC.1.4.9.K</p> <p>CC.1.4.9.L</p> <p>CC.1.4.9.M</p> <p>CC.1.4.9.N</p> <p>CC.1.4.9.O</p> <p>CC.1.4.9.P</p> <p>CC.1.4.9.Q</p> <p>CC.1.4.9.R</p> <p>CC.1.4.9.S</p> <p>CC.1.5.9.A</p> <p>CC.1.5.9.B</p> <p>CC.1.5.9.C</p>	<ul style="list-style-type: none"> <li>• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• Determine theme or central idea of a text and analyze its development over the course of the text.</li> <li>• Analyze how complex characters are developed over the course of the text.</li> <li>• Determine the meaning of words and phrases as they are used in a text.</li> <li>• Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.</li> <li>• Analyze the representation of a subject or a key scene in two different artistic mediums.</li> <li>• Analyze how an author draws on and transforms source material.</li> <li>• Analyze documents of historical and literary significance.</li> </ul>	<p>Textbook – Prentice Hall Literature Grade 10</p> <ul style="list-style-type: none"> <li>• “The Bridegroom” by Alexander Pushkin pg. 594</li> <li>• “The Guitar” and “Dreams” by Federico Garcia Lorco pgs. 601</li> <li>• “The Fish” by Elizabeth Bishop pg. 602</li> <li>• “Danny Deever” by Rudyard Kipling pg. 604</li> <li>• “Fear” by Gabriela Mistral pg. 648</li> <li>• “The Bean Eaters” by Gwendolyn Brooks pg. 649</li> <li>• “La Belle Dame Sans Merci” by John Keats pg.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Handouts/Classwork <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Notes</li> <li>○ Analysis</li> <li>○ Questions</li> </ul> </li> <li>• Essays/Rubric</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Bell Ringers</li> <li>• TDAs</li> <li>• Renaissance Place</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory Terms <ul style="list-style-type: none"> <li>○ Lyric Poetry</li> <li>○ Sonnet</li> <li>○ Narrative Poetry</li> <li>○ Dramatic Poetry</li> <li>○ Musical Devices</li> <li>○ Figurative Language</li> </ul> </li> <li>• Literary Analysis Terms <ul style="list-style-type: none"> <li>○ Rhyme Scheme</li> <li>○ Simile</li> <li>○ Imagery</li> <li>○ Speaker</li> <li>○ Metaphor</li> <li>○ Personification</li> <li>○ Paraphrase</li> <li>○ Connotation</li> <li>○ Images</li> <li>○ Rhythm</li> <li>○ Alliteration</li> <li>○ Assonance</li> <li>○ Consonance</li> <li>○ Rhyme</li> <li>○ Onomatopoeia</li> <li>○ Shakespearean Sonnet</li> <li>○ Petrarchan Sonnet</li> <li>○ Iambic Pentameter</li> </ul> </li> </ul>

Accelerated Reader	CC.1.5.9.D CC.1.5.9.G	<ul style="list-style-type: none"> <li>• Write arguments to support claims in an analysis of substantive topics or texts.</li> <li>• Write informative or explanatory texts to convey complex ideas, concepts, and information.</li> <li>• Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>• Produce clear and coherent writing.</li> <li>• Develop and strengthen writing as needed.</li> <li>• Use technology to produce, publish, and update individual writing products.</li> <li>• Draw evidence from literary texts to support analysis.</li> <li>• Write routinely over extended and shorter time frames.</li> <li>• Participate effectively in a range of collaborative discussions.</li> <li>• Evaluate a speaker’s POV, reasoning, and use of evidence and rhetoric.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• Demonstrate command of the conventions of standard English capitalization,</li> </ul>	<p>650</p> <ul style="list-style-type: none"> <li>• “Conscientious Objector” by Edna St. Vincent Millay pg. 673</li> <li>• “Pride” by Dahlia Rovikovitch pg. 674</li> <li>• “Tell all the truth, but tell it slant--” by Emily Dickinson pg. 675</li> <li>• “The Weary Blues” by Langston Hughes pg. 682</li> <li>• “In Flanders Fields” by John McCrae pg. 684</li> <li>• “Jazz Fantasia” by Carl Sandburg pgs. 685</li> <li>• “The Kraken” by Alfred, Lord Tennyson pg. 689</li> <li>• “Meeting at Night” by Robert Browning pg. 690</li> <li>• “Reapers” by</li> </ul>		<ul style="list-style-type: none"> <li>• Text Vocabulary <ul style="list-style-type: none"> <li>○ Foreboding</li> <li>○ Monotonously</li> <li>○ Venerable</li> <li>○ Haggard</li> <li>○ Sojourn</li> <li>○ Millennial</li> <li>○ Slumbering</li> <li>○ Pallor</li> <li>○ Ebony</li> </ul> </li> </ul>
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		<p>punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Apply knowledge of language to understand functions in different contexts.</li> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</li> <li>• Demonstrate understanding of figurative language, word relationships, and nuances.</li> <li>• Acquire and use accurately general academic and domain-specific words and phrases.</li> </ul>	<p>Jean Toomer pg. 691</p> <ul style="list-style-type: none"> <li>• “Sonnet 1” and Sonnet 18” by William Shakespeare found in Mrs. Shadle’s poetry packet</li> </ul> <p>Organizer</p> <p>Teacher Created Information</p> <ul style="list-style-type: none"> <li>• Introductory Terms</li> <li>• Notes</li> <li>• Analysis</li> </ul> <p>Microsoft Word</p> <p>Renaissance Place</p> <ul style="list-style-type: none"> <li>• Student Selected Novels</li> </ul>		
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