

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Grade 10

Course Description:

Students in Grade 10, The Elements of Literature continue their journey through literary form, which began in grade 9. This course is meant to give students further exposure to a variety of literary genres and provide experiences both aesthetically and academically that can lead to an AP English or AP Composition course in high school or advanced literature in university. Students study drama, short stories, novels, nonfiction writing, folktales, poetry, and Shakespeare.

Essential Question: How do language and literature affect communication in today's world?

Essential Questions:

- What are universal themes and how have they given man a sense of purpose?
- How does a writer support his view in literature and how can I use that support to communicate my views when writing?
- What is the western tradition in literature and how does it affect our world view?
- How is the interpretation of literature dependant upon knowledge of historical context?
- Why is the ability to express yourself clearly with written words becoming more and more essential in today's world?
- Do fundamental human emotions and motivations transcend time periods and philosophical movements?

Strands:

1. Listening and Speaking
2. Reading
3. Writing
4. Media and Technology

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Strand 1 – Listening

Standard 1 - Students will listen and respond to oral communication.

Benchmarks - By the end of Grade 10, students will:

- 1 - 1 Identify types of literature read aloud and respond to that literature through appropriate class discussion that analyzes various elements of specific genres.
- 1 – 2 Demonstrate listening and comprehension skill for complex, new literature read aloud
- 1 – 3 Students listen to multi-task instructions
- 1 – 4 Students listen to poetry spoken aloud in order to understand rhythm, tempo, rhyme, and inflection.

Standard 2 - Students will deliver coherent, well-focused, informal and formal oral presentations.

Benchmarks - By the end of Grade 10, students will:

- 2 - 1 Present their views on various topics by using support from literature during in -class discussions and formal presentations
- 2 – 2 Present poetry with expression and in a manner that conveys an understanding of tone, meaning, and rhythm
- 2 - 3 Make oral presentations that demonstrate a knowledge of how written structure can be used to order information (This includes oral reports, speeches, and debates)
- 2 - 4 Students will deliver impromptu informal presentations covering researched information
- 2 - 5 Students will follow prescribed protocol when answering questions in class
- 2-6 Students will identify elements of non-verbal communication and utilize them in their presentations

Strand 2 – Reading

**Standard 3 - Students will comprehend, respond to and analyze a wide variety of literary texts (includes variety of genres).
*Research**

Benchmarks - By the end of Grade 10, students will:

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- 3 – 1 Read a variety of literary genres and articulate how various genres reflect social, political, cultural, personal, and historical views.
- 3 – 2 Use basic comprehension skills to decipher meaning in reading passages that use dialect and different forms of the English language during specified historical periods
- 3 – 3 Find the meaning of words by analyzing parts of words: prefixes and roots.
- 3– 4 Demonstrate an ability to understand various literary texts by responding to content, form, and literary devices used in creative literature such as short stories.
- 3 - 5 Compare texts from the same literary period in order to show theme and historical relevance
- 3 - 6 Students will compare texts from different literary periods in order to illustrate the philosophical changes throughout history

Standard 4 - Students will read fluently using the skills and strategies of the reading process.

Benchmarks - By the end of Grade 10, students will:

- 4 – 1 Demonstrate an ability to read fluidly by interpreting assigned passages that contain challenging vocabulary and complex punctuation
- 4 – 2 Use and expand vocabulary through reading by utilizing strategies such as context clues
- 4 – 3 Use a dictionary and thesaurus to find alternative meanings of words in their reading
- 4 – 4 Analyze literature in terms of literary devices in order to gain specific meaning
- 4 – 5 Learn the skills of a close read of poetic text
- 4 – 6 Read grade-level examples of acceptable writing in order for them to model the form and level of sophistication

Strand 3 – Writing (Content, Organization, Style, Mechanics, Legibility)

Standard 5 - Students will write with clarity, logic, validity and effectiveness

on a wide range of topics and for a variety of purposes and audiences.

Benchmarks - By the end of Grade 10, students will:

- 5 – 1 Students will construct specific thesis statements from critical opinion, theme, historical, context, and period philosophy

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- 5 - 2 Convey essential analysis of literary questions by understanding a more advanced level of support for well-developed thesis statements.
- 5 -3 Construct essays that demonstrate the connection between thesis and conclusion
- 5 –4 Write in a variety of genres
- 5 - 5 Generate poetry utilizing specific literary devices
- 5 – 6 Demonstrate their ability to use the pre-writing and revision process by following a rubric

- 5 – 7 Write for a variety of purposes
- 5 – 8 Use expanded vocabulary in writing
- 5 – 9 Generate dramatic monologues and plays in order to demonstrate an understanding and relate personal interpretations to given texts
- 5- 10- Respond to a variety of literary texts by writing essays that analyze content with support that is at a more advanced level than grade 9

Standard 6 - Students use grammatical and mechanical conventions in written work.

Benchmarks - By the end of Grade 10, students will:

- 6 – 1 Demonstrate an increasing command of conventions: grammar, spelling, capitalization, punctuation, and usage when writing
- 6 – 2 Use active voice and avoid passive voice – except for a specific purpose
- 6 – 3 Demonstrate an understanding of literary effect brought about by the specific use of grammatical variation
- 6 – 4 Demonstrate understanding of the structure of complex, written language.
- 6 – 5 Students will conduct research and document it utilizing the MLA format

Strand 4 – Media and Technology

Standard 7 - Students understand the characteristics and components of visual and print media.

Benchmarks - By the end of Grade 10, students will:

- 7 – 1 Use the Internet to source information that will help them to determine a theme for an essay
- 7 – 2 Find information to interpret a theme chosen for an essay
- 7 – 3 Demonstrate visual literary skills by writing a critique of a movie
- 7 – 4 Demonstrate an awareness of the structure of a film by explaining how a film is structured.
- 7 – 5 Students understand how an advertisement conveys information and tone by creating an ad for a play

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