

10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understanding
<p><u>Reading:</u></p> <p>Theme</p> <ul style="list-style-type: none"> • The Middle Ages • French Lais • Dante – Divine Comedy • The Song of Roland • “How Siegfried Was Slain” • Other literature representative of the time period 	<p>d) Identify the meaning of common idioms. Idiom is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder) demonstrate an understanding of idioms.</p> <p>e) Identify literary and classical allusions and figurative language in text.</p> <ul style="list-style-type: none"> • demonstrate understanding of figurative language, word relationships, and connotations in word meanings. • evaluate the use of figurative language in text. • recognize that figurative language enriches text • use prior reading knowledge and other study to identify the meaning of literary and classical allusions. 	<ul style="list-style-type: none"> • idioms • figurative language • allusions • predictions • inference • universal themes • drawing conclusions • epic • lais • extended metaphor • foreshadowing • characterization <ul style="list-style-type: none"> ◦ direct ◦ indirect <p>An allusion is an indirect reference to a person, place, event or thing – real or fictional. J.D. Salinger's <i>The Catcher in the Rye</i> is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story <i>By the Waters of Babylon</i> alludes to Psalm 137 in the Bible.</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • common idioms • Identify main and supporting ideas, make predictions, draw inferences. • Improve reading comprehension • Understand literary elements related to reading

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Montgomery County Public Schools

Quarter 1

Pacing: 4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)

10.4 The student will read, comprehend (literal and inferential), and analyze a literary texts of different cultures and eras.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understanding
<p><u>Reading:</u></p> <p>Theme</p> <ul style="list-style-type: none"> • The Middle Ages • French Lais • Dante – Divine Comedy • The Song of Roland • “How Siegfried Was Slain” • Other literature representative of the time period 	<p>a) Identify main and supporting ideas.</p> <p>e) Identify universal themes prevalent in the literature of different cultures.</p> <p>b) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.</p> <ul style="list-style-type: none"> • construct meaning from text by making connections between what they already know and the new information they read. <p>m) Use reading strategies to monitor comprehension throughout the reading process.</p> <ul style="list-style-type: none"> • use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading. • use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking • demonstrate understanding of selected poems. • interpret and paraphrase the meanings of poems to demonstrate understanding of the poems. 	<p>Close reading entails close observation of the text, including annotating, determining all word meanings including connotations, syntax, and structure. It also involves paying close attention to figures of speech, and other features that contribute to a writer’s style. Close reading also involves reflecting on deeper meanings of text including considering relationships to other texts or social or cultural history.</p>	<p>Themes</p> <p><i>Identify the themes you address during the 1st quarter. Cross off others.</i></p> <ul style="list-style-type: none"> ◦ struggle with nature; ◦ survival of the fittest; ◦ coming of age; ◦ power of love; ◦ loss of innocence; ◦ struggle with self; ◦ disillusionment with life; ◦ the effects of progress; ◦ power of nature; ◦ alienation and isolation; ◦ honoring the historical past; ◦ good overcoming evil; ◦ tolerance of the atypical; ◦ the great journey; ◦ noble sacrifice; ◦ the great battle; ◦ love and friendship; and ◦ revenge.

10.5 The student will read, interpret, analyze and evaluate nonfiction texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understanding
	<p>a) Identify text organization and structure.</p> <ul style="list-style-type: none"> • identify the different formats and purposes of informational and technical texts. • know that informational and technical writing is often non-linear, fragmented, and graphic-supported. <p>f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.</p> <ul style="list-style-type: none"> • make inferences and draw conclusions from informational text. <p>h) Use reading strategies throughout the reading process to monitor comprehension.</p> <ul style="list-style-type: none"> • understand reading strategies and in particular, how they are used to locate specific information in informational text. • use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. 		

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Pacing: 4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)

10.1 The student participate in, collaborate in, and report on small-group learning activities

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understanding
<p>Students will work together collaboratively, rotating between various group tasks</p> <p>Students will use a variety of listening strategies.</p>	<p>b) Collaborate in the preparation or summary of the group activity.</p> <ul style="list-style-type: none"> • respond thoughtfully by summarizing points of agreement and disagreement, qualifying views and understanding. • Individual students will actively contribute to group activities. <p>c) Include all group members in oral presentation.</p> <ul style="list-style-type: none"> • Individual students will actively participate in small-group oral presentations. <p>d) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.</p> <ul style="list-style-type: none"> • use grammatically correct language. <p>i) Use a variety of strategies to listen actively.</p> <ul style="list-style-type: none"> • demonstrate active listening through use of appropriate facial expressions, posture, and gestures. 		

10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.

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Quarter 1

Pacing: 4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understanding
<u>Communication:</u>	d) Identify the tools and techniques used to achieve the intended focus.	<ul style="list-style-type: none">• collaboration• tone• audience	<ul style="list-style-type: none">•

10.6 The student will develop a variety of writing to persuade, interpret, analyze and evaluate with an emphasis on exposition and analysis.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understanding
<p><u>Writing</u></p> <p>Students will improve writing skills using a variety of pre-writing strategies, organization, and self-evaluation</p>	<p>a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.</p> <ul style="list-style-type: none"> • know how to move through the stages of a writing process, from planning to drafting, revising, editing, and proofreading. • develop written products that demonstrate their understanding of composing, written expression, and usage/mechanics. • understand that writing is a process. <p>d) Write clear and varied sentences, clarifying ideas with precise and relevant evidence.</p> <ul style="list-style-type: none"> • vary sentence structures for effect. • identify and apply features of the writing domains, including: <ul style="list-style-type: none"> ◦ effective organization; ◦ clear structure; ◦ sentence variety; ◦ unity and coherence; ◦ tone and voice; ◦ effective word choice; ◦ clear purpose; ◦ appropriate mechanics and usage; and ◦ accurate and valuable information. • Analytical writing uses precise language and often divides the subject into parts and provides evidence on each part. <p>e) Organize ideas into a logical sequence using transitions.</p> <ul style="list-style-type: none"> • plan and organize their ideas for writing. • understand effective organizational patterns. • develop ideas deductively and inductively and organize ideas into a logical sequence, applying effective organizational patterns/techniques 	<ul style="list-style-type: none"> • audience • purpose • logical sequence • active voice • passive voice • writing process • pre-writing strategies 	<p>organizational patterns/techniques</p> <ul style="list-style-type: none"> ◦ comparison/contrast; ◦ chronological order; ◦ spatial layout; ◦ cause and effect; ◦ definition; ◦ order of importance; ◦ explanation; ◦ generalization; ◦ classification; ◦ enumeration; and ◦ problem/solution.

10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understanding
	<p>a) Distinguish between active and passive voice.</p> <ul style="list-style-type: none"> • distinguish between active voice and passive voice to convey a desired effect. • understand that active voice means that the subject of a verb <i>performs</i> the action and passive voice means that the subject of a verb <i>receives</i> the action. <p>g) Suggest how writing might be improved.</p> <ul style="list-style-type: none"> • analyze writings critically, using knowledge of composition, written expression, sentence formation, and usage/mechanics. • suggest ways that writings can be improved. 		

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Quarter 2

Pacing: 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

10.1 The student will participate in, collaborate in, and report on small-group learning activities.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Clarifying Information
<p><u>Communication:</u></p> <p>Students will work effectively in groups taking on each role.</p> <p>Students will work collaboratively with others in a variety of student groups.</p> <p>Students will determine author’s purpose in media messages</p>	<p>a) Assume responsibility for specific group tasks.</p> <ul style="list-style-type: none"> • assume shared responsibility for collaborative work. <p>e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.</p> <ul style="list-style-type: none"> • collaborate with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed. • engage others in a conversation by posing and responding to questions in a group situation. • understand that small group collaboration exists beyond the classroom and their ability to effectively participate is an essential skill. • exercise flexibility and willingness in making compromises to accomplish a common goal. <p>f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <ul style="list-style-type: none"> • exercise flexibility and willingness in making compromises to accomplish a common goal. 	<ul style="list-style-type: none"> • facilitator • reporter • recorder • time keeper • problem solving • purpose • audience 	

World English 10 Curriculum Pacing Guide**Montgomery County Public Schools****Quarter 2****Pacing:** 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Clarifying Information
Students will determine author's purpose in media messages	c) Determine the author's purpose and intended effect on the audience for media messages. <ul style="list-style-type: none">• recognize that media messages express a viewpoint and contain values.• understand the purposeful use of persuasive language and word connotations convey viewpoint and bias.• understand that there is a relationship between the author's intent, the factual content, and opinion expressed in media messages.• determine author's purpose, factual content, opinion, and/or possible bias as presented in media messages.		

10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	
<p><u>Reading:</u></p> <p>Students will improve vocabulary through reading and direct study of prefixes, roots, suffixes</p>	<p>a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p> <ul style="list-style-type: none"> • use roots or affixes to determine or clarify the meaning of words. • Students will use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words. • Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages <i>night</i> (English), <i>nuit</i> (French), <i>Nacht</i> (German), <i>nacht</i> (Dutch), <i>nicht</i> (Scots), <i>natt</i> (Swedish, Norwegian), <i>nat</i> (Danish), <i>raat</i> (Urdu), <i>nátt</i> (Faroese), <i>nótt</i> (Icelandic), <i>noc</i> (Czech, Slovak, Polish). <p>b) Use context, structure, and connotations to determine meanings of words and phrases.</p> <ul style="list-style-type: none"> • interpret figures of speech (e.g., <i>euphemism</i>, <i>oxymoron</i>) in context and analyze their role in the text. • use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). • use word structure to analyze and relate words. • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. • use context and connotations to help determine the meaning of synonymous words and appreciate an author’s choices of words and images. <p>c) Discriminate between connotative and denotative meanings and interpret the connotation.</p> <ul style="list-style-type: none"> • analyze connotations of words with similar denotations. 	<ul style="list-style-type: none"> • roots • affixes • synonyms • antonyms • cognates • connotation • denotation <p>Connotation is subjective cultural and emotional. A stubborn person may be described as being either <i>strong-willed</i> or <i>pig-headed</i>. They have the same literal meaning (i.e., <i>stubborn</i>). <i>Strong-willed</i> connotes admiration for the level of someone's will, while <i>pig-headed</i> connotes frustration in dealing with someone.</p> <p>Denotation is a dictionary definition of a word.</p>	

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Quarter 2

Pacing: 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

10.4 The student will read, comprehend (inferential and interpretive), and analyze a literary texts of different cultures and eras.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	
<p><u>Reading:</u></p> <p>Students will Analyze relationships between history/culture and literature.</p> <p>Students will recognize an authors purpose and audience.</p>	<p>d) Analyze the cultural or social function of literature.</p> <p>g) Explain the influence of historical context on the form, style, and point of view of a literary text.</p> <ul style="list-style-type: none"> • analyze works of literature for historical information about the period in which they were written. <p>h) Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author’s purpose.</p> <ul style="list-style-type: none"> • analyze the use of dialogue, special effects, music, and set to interpret characters. • analyze a case in which a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement). • analyze how an author achieves specific effects and purposes using literary devices and figurative language (e.g., understatement, mood, allusion, allegory, paradox, irony, tone). <p>k) Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader’s emotions.</p> <ul style="list-style-type: none"> • compare and contrast literary devices in order to convey a poem’s message and elicit a reader’s emotions. • understand that poets use techniques to evoke emotion in the reader. • understand techniques poets use to evoke emotion in the reader. • compare and contrast poetic elements that poets use to evoke an emotional response. • read and analyze poetry, focusing on rhyme, rhythm, and sound. • understand rhyme, rhythm, and sound elements. <p>l) Compare and contrast character development in a play to characterization in other literary forms.</p> <ul style="list-style-type: none"> • analyze how relationships among a character’s actions, dialogue, physical attributes, thoughts, feelings, and other characters reveal nuances of character (e.g., beliefs, values, social class, and gender roles) 	<ul style="list-style-type: none"> • culture • historical context • word choice • syntax • tone • voice • rhyme • rhythm • sound • imagery • style • form • audience • purpose 	<p>Theme</p> <p>Renaissance and Enlightenment</p> <ul style="list-style-type: none"> • Sonnets • Shakespeare – <u>The Tempest</u> or <u>Romeo & Juliet</u> and others • Boccacio • Cervantes • Voltaire • Other literature representative of the time period

	<p>and advance the plot.</p> <ul style="list-style-type: none">• identify and describe dramatic conventions.• evaluate how asides, monologues, and soliloquies focus on single characters, giving insight into their thinking and providing the audience with a deeper understanding of the play.• explain ways that characterization in drama differs from that in other literary forms.		
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Quarter 2

Pacing: 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

10.5 The student will read, interpret, analyze and evaluate nonfiction texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understanding
	What standards of nonfiction are taught second quarter?		

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Quarter 2

Pacing: 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	
<p><u>Writing:</u></p> <p>Students will elaborate using word choice and vivid description.</p> <p>Students will revise</p> <p>Students will use the colon accurately.</p> <p>Students will be able to determine author’s purpose and identify their (students) purpose and write for a specific audience.</p>	<p>c) Elaborate ideas clearly through word choice and vivid description.</p> <ul style="list-style-type: none"> • elaborate ideas in order to provide support for the thesis. • use visual and sensory language as needed for effect. <p>f) Revise writing for clarity of content, accuracy, and depth of information.</p> <ul style="list-style-type: none"> • revise writing for clarity of content and presentation. • use peer- and self-evaluation to review and revise writing. 	<ul style="list-style-type: none"> • elaboration • word choice • revision • colon • purpose 	

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Quarter 2

Pacing: 4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	
	<p>a) Apply rules governing use of the colon.</p> <ul style="list-style-type: none">• know and apply the rules for the use of a colon:<ul style="list-style-type: none">◦ before a list of items;◦ before a long, formal statement or quotation; and◦ after the salutation of a business letter.• use colons according to rules governing their use <p>f) Describe how the author accomplishes the intended purpose of a piece of writing.</p> <ul style="list-style-type: none">• understand how writers use organization and details to communicate their purposes• describe how writers accomplish their intended purpose		

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Quarter 3

Pacing: 4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)

10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.

10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understanding
<p>Reading:</p> <p>Nineteenth Century Literature</p> <ul style="list-style-type: none"> • Goethe – Faust • Hugo • Pushkin • Tolstoy • Chekhov • Other literature representative of the time period 	<p>10.3</p> <p>f) Extend general and specialized vocabulary through speaking, reading, and writing.</p> <ul style="list-style-type: none"> • consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. <p>10.4</p> <p>c) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.</p> <ul style="list-style-type: none"> • compare and contrast a variety of literary works from different cultures and eras, including: <ul style="list-style-type: none"> ◦ short stories; ◦ poems; ◦ plays; ◦ novels; ◦ essays; and ◦ narrative nonfiction. • explain similarities and differences among literary genres from different cultures, such as: <ul style="list-style-type: none"> ◦ haikus; ◦ sonnets; ◦ fables; ◦ myths; ◦ novels; ◦ graphic novels; and ◦ short stories. • understand that literature is universal and influenced by different 	<ul style="list-style-type: none"> • culture • era • compare • contrast • Venn diagram • comparison chart • analyze • synthesize • irony <ul style="list-style-type: none"> ◦ situational ◦ dramatic ◦ verbal 	<ul style="list-style-type: none"> • Students will expand vocabulary • Compare literary forms • Compare/contrast literature from different cultures and eras • Analyze and synthesize information to solve problems, answer questions, and generate new knowledge.

	<p>cultures and eras.</p> <ul style="list-style-type: none"> • analyze the different functions that characters play in a literary text (e.g., antagonist, protagonist, foil, tragic hero). <p>i) Compare and contrast literature from different cultures and eras.</p> <ul style="list-style-type: none"> • analyze a particular point of view or cultural experience reflected in a literary work. • describe common archetypes that pervade literature, such as the: <ul style="list-style-type: none"> ◦ hero/heroine; ◦ trickster; ◦ faithful companion; ◦ outsider/outcast; ◦ rugged individualist; ◦ shrew; ◦ innocent; ◦ villain; ◦ caretaker; ◦ Earth mother; ◦ rebel; ◦ misfit; ◦ mother/father figure; ◦ monster/villain; ◦ scapegoat; and ◦ lonely orphan. <p>10.5</p> <p>g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.</p> <ul style="list-style-type: none"> • synthesize information across multiple informational texts. 		
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Quarter 3

Pacing: 4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)

10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.

10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understanding
<p>Writing:</p>	<p>10.6 b) Synthesize information to support the thesis.</p> <ul style="list-style-type: none"> • state a thesis and support it. • understand that expository writing is prose that explains ideas through the use of a clear general statement of the writer’s point (thesis) and through the development of ideas, using specific evidence and illustrations for support. <p>g) Use computer technology to plan, draft, revise, edit, and publish writing.</p> <p>10.7 e) Analyze the writing of others.</p> <ul style="list-style-type: none"> • use peer- and self-evaluation to edit writing. <p>h) Proofread and edit final product for intended audience and purpose.</p> <ul style="list-style-type: none"> • proofread and prepare final product for intended audience and purpose. • correct grammatical or usage errors. 	<ul style="list-style-type: none"> • synthesize • analyze • thesis 	<ul style="list-style-type: none"> • Students will synthesize information to support thesis. • Students will use a computer to enhance the writing skills. • Students will analyze and edit their own writing and the writing of others checking for mechanics as well as audience and purpose.

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Quarter 3

Pacing: 4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)

10.1 The student will participate in, collaborate in, and report on small-group learning activities.

10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understanding
<p>Communication</p>	<p>10.1</p> <p>g) Access, critically evaluate, and use information accurately to solve problems.</p> <p>k) Evaluate effectiveness of group process in preparation and delivery of oral reports.</p> <ul style="list-style-type: none"> • Students will examine their preparation, interaction, and performances as group members. In addition, students will evaluate the overall effectiveness of their group’s preparation and presentation. <p>10.2</p> <p>a) Use media, visual literacy, and technology skills to create products.</p> <ul style="list-style-type: none"> • Students will continue to create products that reflect their expanding knowledge of media and visual literacy. 	<ul style="list-style-type: none"> • Problem solving • Evaluation • Accessing information 	<ul style="list-style-type: none"> • Students will actively problem solve • Students will evaluate group work

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Quarter 4

Pacing: 4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)

10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.

10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understanding
<p><u>Reading:</u></p> <p>Modern and Contemporary Literature</p> <ul style="list-style-type: none"> • Rilke • Kafka - Metamorphosis • Levi & Weisel • Solzhennetsin • Marquez & Paz • Zhang Jie • Other literature representative of the time period 	<p>10.3</p> <p>g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p> <p>10.4</p> <p>f) Examine a literary selection from several critical perspectives.</p> <ul style="list-style-type: none"> • examine a literacy selection from several different critical perspectives • interpret and paraphrase the meanings of selected poems <p>10.5</p> <p>c) Skim manuals or informational sources to locate information.</p> <ul style="list-style-type: none"> • locate specific information in manuals or other informational sources by using strategies such as skimming, summarizing, and highlighting. <p>d) Compare and contrast informational texts.</p> <ul style="list-style-type: none"> • understand how format and style in informational text differ from those in narrative and expository texts. <p>e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.</p> <ul style="list-style-type: none"> • interpret and understand information presented in maps, charts, timelines, tables, and diagrams, 	<ul style="list-style-type: none"> • elaboration • literary criticism • informational sources • compare • contrast • interpretation of data 	<ul style="list-style-type: none"> • Students will comprehend and elaborate meanings of texts. • Students will examine literary selections from several critical perspectives. • Students will access and use a variety of informational sources and interpret data.

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Quarter 4

Pacing: 4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)

10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

10.8 The student will collect, evaluate, organize, and present information to create a research product.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understanding
<p><u>Writing/ Research:</u></p>	<p>10.7</p> <p>a) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.</p> <ul style="list-style-type: none"> • use direct quotations in their writing, applying MLA or APA style for punctuation and formatting. • Students will use a style manual, such as MLA or APA, to punctuate and format sentences and text. <p>d) Differentiate between in-text citations and works cited on the bibliography page.</p> <p>10.8</p> <p>a) Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.</p> <ul style="list-style-type: none"> • use technology, along with other resources, to gather information from various sources by summarizing, paraphrasing, and supporting a thesis. • Students will utilize a variety of sources to access ideas, evaluate the information for accuracy and relevance, and organize the facts into an oral presentation, a written report, or a visual product. <p>b) Develop the central idea or focus.</p> <ul style="list-style-type: none"> • organize information and maintain coherence throughout the writing based on the topic, purpose, and audience. • use organizational patterns/techniques, such as: <ul style="list-style-type: none"> ◦ comparison/contrast; ◦ chronological order; ◦ spatial layout; ◦ cause and effect; ◦ definition; ◦ order of importance; ◦ explanation; 	<ul style="list-style-type: none"> • thesis • citations • works cited • bibliography • punctuation of quotations • evaluate • synthesize • validity • accuracy • supporting details • plagiarism 	<ul style="list-style-type: none"> • Students will research, analyze and evaluate information to produce and research paper using the writing process.

	<ul style="list-style-type: none"> ◦ enumeration; and ◦ problem/solution. <p>c) Verify the accuracy, validity, and usefulness of information.</p> <ul style="list-style-type: none"> • evaluate sources for their credibility, reliability, strengths, and limitations. • demonstrate ability to distinguish between reliable and unreliable sources. • verify the accuracy and usefulness of information. <p>d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.</p> <ul style="list-style-type: none"> • understand the steps involved in organizing information gathered from research. <p>e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).</p> <ul style="list-style-type: none"> • cite primary and secondary sources of information, using the MLA or APA method of documentation for in-text citations and works-cited pages • understand that using standard methods of documentation is one way to protect the intellectual property of writers. • understand the appropriate format for citing sources of information. • Students will provide documentation to support their research product. <p>f) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p> <ul style="list-style-type: none"> • avoid plagiarism by: <ul style="list-style-type: none"> ◦ understanding that <i>plagiarism</i> is an act of presenting someone else’s ideas as one’s own; ◦ citing correctly sources to give credit to the author of an original work ◦ recognizing that sources of information must be cited even when the information has been paraphrased; and ◦ using quotation marks when someone else’s exact words are quoted. • Students will understand that plagiarism is the theft of intellectual property. • distinguish one’s own ideas from information created or discovered by others. • Students will understand that there are consequences of plagiarism according to the guidelines established by local school divisions and the law. 		
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World English 10 Curriculum Pacing Guide

Montgomery County Public Schools

Quarter 4

Pacing: 4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)

10.1 The student will participate in, collaborate in, and report on small-group learning activities.

10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understanding
<p>Communication</p>	<p>10.1</p> <p>h) Evaluate one’s own role in preparation and delivery of oral reports.</p> <ul style="list-style-type: none"> • Students will evaluate their strengths and weaknesses when participating in small-group oral presentations. <p>j) Analyze and interpret other’s presentations.</p> <p>10.2</p> <p>b) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.</p> <ul style="list-style-type: none"> • Students will continue to develop media literacy by comparing and contrasting visual and verbal media messages. • analyze, compare, and contrast visual and verbal media messages for content (word choice and choice of information), intent (persuasive techniques), impact (public opinion trends), and effectiveness (effect on the audience). • identify and analyze the sources and viewpoint of publications. 	<ul style="list-style-type: none"> • blog • website • analyze • interpret • media messages • fact • opinion • media literacy 	<ul style="list-style-type: none"> • Students will use a variety of media sources and evaluate their content and validity. • Students will evaluate their role in preparation and delivery of oral reports.