**Course Name:** English 10

**Unit Name:** Grammar: Parts of Speech, Parts of Sentence, Sentence Structure

**Time Frame:** Weeks 1-4

**Unit Standards**
Language Standard 39. Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning and style, and to comprehend more fully when reading or listening.

**Unit Essential Questions**
1. How do I correctly use the parts of speech in sentences?
2. How are the parts of sentences used together?

**Unit Essential Vocabulary**
- Noun
- Preposition
- Predicate adjective
- Pronoun
- Conjunction
- Predicate nominative
- Adjective
- Interjection
- Direct object
- Verb
- Subject
- Indirect object
- Adverb
- Fragment
- Complete sentence
- Run-on sentence
- Predicate/Complete verb

**Resources**
- Holt Elements of Language (textbook)
- Ipads/Computers with Internet
- Videos

**Assessment(s)**
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>English 10</th>
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<tbody>
<tr>
<td>Unit Name:</td>
<td>Grammar: Phrases, Words Often Confused, Good Spelling Habits, Forming Plurals and Possessive Forms</td>
</tr>
<tr>
<td>Time Frame:</td>
<td>Weeks 5-9</td>
</tr>
<tr>
<td>Unit Standards</td>
<td>Language Standard 39. Adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate.</td>
</tr>
</tbody>
</table>
| Unit Essential Questions | 1. How are phrases used correctly in sentences?  
2. How are commonly confused words used correctly in both writing and speaking? |
| Unit Essential Vocabulary | phrases, including dangling and misplaced  
correctly 
appositives  
various commonly confused words (Examples: to, two, too, and desert and dessert)  
plural forms  
possessive forms |
| Resources | Holt Elements of Language (textbook)  
Ipads/Computers with Internet  
Videos |
| Assessment(s) | |
### Jasper City Schools Curriculum Map

**English 10**

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<tr>
<th>Course Name:</th>
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<tbody>
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<td>Unit Name:</td>
<td>Grammar: Agreement</td>
</tr>
<tr>
<td>Time Frame:</td>
<td>Weeks 9-12</td>
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<tr>
<td>Unit Standards</td>
<td>Language Standard 39. Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning and style, and to comprehend more fully when reading or listening. Speaking and Listening Skills Standard 36. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
</tr>
</tbody>
</table>
| Unit Essential Questions | 1. How do I effectively write and speak using correct subject-verb agreement?  
2. How do I effectively write and speak using correct pronoun-antecedent agreement? |
| Unit Essential Vocabulary | Singular Pronoun-antecedent agreement  
plural subject-verb agreement |
| Resources | Holt Elements of Language (textbook)  
Ipads/Computers with Internet Videos |
<p>| Assessment(s) | |</p>
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<tr>
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<tbody>
<tr>
<td>Unit Name:</td>
<td>Grammar: Using Verbs and Pronouns Correctly</td>
</tr>
<tr>
<td>Time Frame:</td>
<td>Weeks 12-18</td>
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</table>

**Unit Standards**

Language Standard 39. Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning and style, and to comprehend more fully when reading or listening.

Speaking and Listening Skills Standard 36. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Unit Essential Questions**

1. How are verbs used correctly in both speaking and writing?
2. How are pronouns used correctly in sentences?

**Unit Essential Vocabulary**

- regular verb
- irregular verb
- past tense of verb
- past participle form of verb
- personal pronoun
- nominative case
- objective case
- possessive case

**Resources**

Holt Elements of Language (textbook)
Ipads/Computers with Internet
Videos

**Assessment(s)**
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<tr>
<th>Course Name</th>
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<tbody>
<tr>
<td>Unit Name</td>
<td>Literature: Encounters and Foundations to 1800</td>
</tr>
<tr>
<td>Time Frame</td>
<td>Weeks 1-5</td>
</tr>
<tr>
<td>Unit Standards</td>
<td>Reading Standards for Literature 4. Determine the meanings of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</td>
</tr>
</tbody>
</table>
| Unit Essential Questions    | 1. How did the milestones of this time period affect the literature?  
                                  2. What role does religion play in the writings of this time period? |
| Unit Essential Vocabulary   | allusion                                                                 |
|                             | setting                                                                  |
|                             | narrative                                                                |
|                             | tone                                                                     |
|                             | style                                                                    |
|                             | inference                                                                |
|                             | vocabulary pertaining to the selection                                   |
| Resources                   | Holt Elements of Literature (textbook)                                   |
|                             | Ipads/Computers with Internet                                            |
|                             | Videos                                                                   |
| Assessment(s)               |                                                                           |
# Jasper City Schools Curriculum Map

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<th>Course Name:</th>
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<td>Unit Name:</td>
<td>Literature: American Literature, Pre-1800</td>
</tr>
<tr>
<td>Time Frame:</td>
<td>Weeks 3-9</td>
</tr>
</tbody>
</table>

**Unit Standards**

Reading Standards for Literature 4. Determine the meanings of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Reading Standards for Informational Text Standard 13. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Writing Standard 24. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Skills Standard 36. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Unit Essential Questions**

1. How do the writers of this time period remain optimistic despite their circumstances?
2. Why have the writings of this time period remained popular today?

**Unit Essential Vocabulary**

- Allusion
- Setting
- Author's purpose
- Chronological order
- Tone
- Style
- Context clues

**Resources**

- Holt Elements of Literature (textbook)
- Ipads/Computers with Internet
- Videos

**Assessment(s)**
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<tbody>
<tr>
<td>Unit Name:</td>
<td>Literature: American Literature, Post-1800</td>
</tr>
<tr>
<td>Time Frame:</td>
<td>Weeks 9-13</td>
</tr>
</tbody>
</table>

**Unit Standards**

Reading Standards for Literature 4. Determine the meanings of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**Unit Essential Questions**

1. How did some of the political and social milestones of this time period affect the literature that was being published?
2. How do the selections in this unit illustrate the Romantic emphasis on the inner experience and the power of the imagination?

**Unit Essential Vocabulary**

- Romanticism
- Rationalism
- Parable symbol
- Pseudonym
- Alliteration
- Atmosphere
- Vocabulary pertaining to the selection

**Resources**

- Holt Elements of Literature (textbook)
- Ipads/Computers with Internet
- Videos

**Assessment(s)**
### Jasper City Schools Curriculum Map

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<th>Course Name:</th>
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<td>Unit Name:</td>
<td>Literature: Renaissance Theatre/Drama</td>
</tr>
<tr>
<td>Time Frame:</td>
<td>Weeks 15-18</td>
</tr>
<tr>
<td>Unit Standards</td>
<td>Reading Standards for Literature 4. Determine the meanings of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Speaking and Listening Skills Standard 36. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
</tr>
</tbody>
</table>
| Unit Essential Questions | 1. How is background knowledge of Renaissance Theatre practices important to understanding Shakespearean plays?  
2. What role does superstition play in *Julius Caesar*?  
3. Which character is the true villain in *Julius Caesar*? |
| Unit Essential Vocabulary | lambic pentameter  
Comedy  
Soliloquy  
Dialogue  
tragic hero  
dramatic irony  
tragedy  
Vocabulary pertaining to the selection  
stage directions  
cast of characters  
act  
monologue  
scene  
drama  
aside |
| Resources     | Ipads/Computers with Internet  
Videos  
*Julius Caesar* play |
| Assessment(s) |                                                |