

NOBLESVILLE SCHOOLS CURRICULUM  
**English/Language Arts**  
**10th Grade**



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## 10th Grade English/Language Arts Curriculum Overview

The [Indiana Academic Standards](#) define what students should know, understand, and be able to do at grade level beginning in kindergarten and progressing through grade twelve. These standards serve as the foundation to our curriculum in Noblesville Schools but are not a curriculum on their own. The Indiana Academic Standards are supported through grade-level, content-area curriculum maps and a selection of curriculum materials to support these maps. These curriculum maps and materials are aligned to the Indiana Academic standards while also providing the conditions necessary to be responsive to the needs of all learners. Therefore, the Noblesville Schools' curriculum is constantly undergoing periodic and systematic analysis and revision.

As with grade 9, in *English/Language Arts for Grade 10*, learning objectives stem from standards in the following categories: nonfiction; fiction; vocabulary; and writing within informational, narrative, and argumentative genres. Students are asked to read a variety of contemporary and classic texts to consider such concepts as theme, character development, author's perspective, and the specific strategies used by an author to achieve specific artistic impacts or throughout a text. From the Indiana Department of Education:

*“Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined” (2020).*

[English/Language Arts Grades 9-10 Indiana Academic Standards](#) serve as the foundation of the curriculum. These standards are supported in Noblesville Schools through the 10th grade curricular materials, which includes the memoir *The Glass Castle* by Jeannette Walls and the novel *The Joy Luck Club* by Amy Tan.

As in ninth grade, tenth grade students explore the idea of rhetoric, which is the study of specific persuasive and compositional techniques used to create powerful and effective speeches, advertisements, essays, opinion articles, and other texts. The study of these techniques helps students incorporate similar strategies into their own writing and to be careful, critical readers. Students read a variety of supplemental texts from different perspectives to study the rhetorical strategies used, including famous speeches and essays. The phrase “rhetorical situation” is an academic phrase that means any kind of communication between an author and an audience (such as a reader or a listener) with the intent to persuade, inform, or entertain. Consideration of effective communication skills and the needs of the audience help authors make effective decisions in how and what they write.

For the most relevant and up-to-date information on your child's English/Language Arts curriculum pacing, please [enroll as a Parent Observer on Canvas](#).

*Noblesville Schools, Grade 10, English/Language Arts Overview 1*

*Last updated (8.28.21)*

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**Units of Study**

*Table 1: Units of Study for 10th Grade English/Language Arts*

<b>Unit</b>	<b>Duration</b>	<b>Transfer Goals</b>	<b>Enduring Understandings</b> <i>May include but are not limited to the following:</i>	<b>Essential Questions</b> <i>May include but are not limited to the following:</i>
<b>Unit 1</b>  Related texts: <i>The Joy Luck Club</i> by Amy Tan & <i>The Glass Castle</i> by Jeanette Walls	Quarter 1	Utilize metacognitive markers and one's own understanding to decode and comprehend texts.	<ol style="list-style-type: none"> <li>1. Summarize texts from implicit and explicit information stated.</li> <li>2. Analyze the purpose behind meaningful author organization.</li> <li>3. Infer how personal viewpoints and experience impact the reading, writing, and analysis process.</li> <li>4. Justify the importance of word choice and its impact on the theme.</li> <li>5. Explain how a theme is supported within a text.</li> </ol>	<ol style="list-style-type: none"> <li>1. How does a person identify his or her personal culture, and in what ways does culture shape your identity and impact/influence your perspective?</li> <li>2. How can we analyze/summarize a piece of writing?</li> <li>3. How are various texts organized?</li> <li>4. How do experience and personality influence your interpretation of a text?</li> <li>5. How do words and mood show attitude?</li> <li>6. What are the underlying messages in the text?</li> <li>7. How is the theme supported within the text?</li> <li>8. How do we draw meaning and understanding from a given text?</li> </ol>

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Unit	Duration	Transfer Goals	Enduring Understandings <i>May include but are not limited to the following:</i>	Essential Questions <i>May include but are not limited to the following:</i>
<b>Unit 2</b>  Related texts: <i>Various non-fiction articles and research journals.</i>	Quarter 2	<ol style="list-style-type: none"> <li>1. Effectively present ideas to an audience.</li> <li>2. Meaningfully listen to others and engage in conversation and discussion.</li> <li>3. Employ effective presentation skills for public speaking.</li> <li>4. Critically analyze information for bias or error.</li> <li>5. Cross evaluate information to verify its validity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Respond thoughtfully to multiple perspectives and summarize points of agreement and disagreement.</li> <li>2. Qualify/justify personal views and understandings in reference to the evidence and reasoning presented.</li> <li>3. Make new connections in reference to the evidence and reasoning presented.</li> <li>4. Introduce claim(s); distinguish the claim(s) from alternate/opposing claims.</li> <li>5. Establish clear relationships among claim(s), counterclaims, reasons, &amp; evidence.</li> <li>6. Use rhetorical strategies to enhance the effectiveness of the claim.</li> <li>7. Develop claim(s) and counterclaim(s) fairly, supply evidence for each, and point out the strengths and limitations of both.</li> <li>8. Anticipate the audience's knowledge level and concerns.</li> <li>9. Use effective transition to link the major sections of the text.</li> <li>10. Provide a concluding statement or section that articulates the implications or significance of a topic.</li> </ol>	<ol style="list-style-type: none"> <li>1. How does research and critical reading help our understanding of issues and impact how we decide our position/stance?</li> <li>2. What are the main characteristics of research writing?</li> <li>3. Where do I find reliable and valid information for my research paper?</li> <li>4. How do I know if the information that I have researched is reliable and valid?</li> <li>5. How do I keep track of all of my sources and notes? Why is this necessary?</li> <li>6. What kind of organization could be used for this form of writing?</li> <li>7. What are the actions others have taken in order to prompt their own belonging?</li> </ol>

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<p><b>Unit 3</b></p> <p>Related texts:</p> <p>Martin Luther King Jr.'s <i>Letter from Birmingham Jail</i>, along with other speeches and excerpts.</p>	<p>Quarter 3</p>	<ol style="list-style-type: none"> <li>1. Analyze rhetorical choices for effect and purpose by considering the rhetorical situation in order to become more careful consumers making informed choices.</li> <li>2. Identify rhetorical strategies/devices that writers/speakers use to reach an audience; critique the effectiveness of those choices</li> <li>3. Recognize the importance of critically examining the arguments that others present in order to make informed choices in all areas of their lives.</li> <li>4. Analyze the author's purpose, audience, message and how language shapes what the reader perceives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify varied rhetorical situations calling for a wide range of appropriate responses.</li> <li>2. Demonstrate a command of different rhetorical theories and approaches.</li> <li>3. Apply various rhetorical theories, putting them into practice in a range of situations.</li> <li>4. Evaluate the appropriateness of rhetorical choices in light of anticipated consequences.</li> </ol>	<ol style="list-style-type: none"> <li>1. How does a writer use intentional rhetorical and organizational choices to construct an argument with clear effect and purpose?</li> <li>2. How do the elements of the rhetorical situation relate to one another and influence the way the argument is expressed?</li> <li>3. How does rhetoric affect the way in which we discuss how/ why we/others should belong?</li> </ol>

# English/Language Arts

## 10th Grade



Unit	Duration	Transfer Goals	Enduring Understandings <i>May include but are not limited to the following:</i>	Essential Questions <i>May include but are not limited to the following:</i>
<p><b>Unit 4</b></p> <p><i>Related texts:</i> Model letters and research articles</p>	<p>Quarter 4</p>	<ol style="list-style-type: none"> <li>1. Engage in public discourse of matters of importance.</li> <li>2. Research facts and prepare for discourse with appropriate materials.</li> <li>3. Address audiences appropriately.</li> <li>4. Present oneself in writing without creating a clear bias.</li> <li>5. Intentionally choose techniques that resonate with the audience.</li> </ol>	<ol style="list-style-type: none"> <li>1. Respond thoughtfully to multiple perspectives.</li> <li>2. Summarize points of agreement.</li> <li>3. Summarize points of disagreement.</li> <li>4. Qualify/justify personal views and understandings in reference to the evidence and reasoning presented.</li> <li>5. Make new connections in reference to the evidence and reasoning presented.</li> <li>6. Establish clear relationships among claim(s), counterclaims, reasons, &amp; evidence.</li> <li>7. Use rhetorical strategies to enhance the effectiveness of the claim.</li> <li>8. Develop claim(s) and counterclaims fairly, supply evidence for each, and point out the strengths and limitations of both.</li> <li>9. Anticipate the audience's knowledge level and concerns.</li> </ol>	<ol style="list-style-type: none"> <li>1. How does our action and understanding of belonging shape the world around us?</li> <li>2. What should we put in and leave out to be accurate and honest?</li> <li>3. How is this form of writing different from other forms of writing?</li> <li>4. Who are the likely readers or audience for this form of writing?</li> <li>5. What kind of voice would be most effective for this form of writing?</li> <li>6. How can I communicate the importance of my viewpoint and research?</li> <li>7. How much of myself do I want to share?</li> <li>8. How and why does my writing change depend on my audience?</li> </ol>