

**Jemez Valley Public Schools**  
**10TH GRADE LANGUAGE ARTS • CONTENT MAP**

Quadrant I	Quadrant II	Quadrant III	Quadrant IV
Strand I: Reading and Listening for Comprehension			
Standard: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.			
<p>Produce reminiscences (about a person, event, object, place, animal) that engage the audience by:</p> <p>(a) using specific sensory details with purpose</p> <p>(b) explaining significance from an objective perspective</p> <p>(c) moving effectively between past and present</p> <p>(d) recreating a mood</p> <p>Respond reflectively (through small group discussion, class discussion, journal entry, essay, letter, dialogue) to written and visual texts.</p> <p>Identify complex literary terms and narrative strategies (plot, conflict, suspense, point of view, characterization, dialogue) and find examples in text</p> <p>Analyze the ideas of others by identifying the ways in which writers:</p> <p>(a) introduce and develop a main idea</p> <p>(b) choose and incorporate significant, supporting, relevant details</p> <p>(c) relate the structure/organization to the ideas</p> <p>(d) use effective word choice as a basis for coherence</p> <p>(e) achieve a sense of completeness and closure</p> <p>Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of works that relate to an issue, author, or theme</p>	<p>Evaluate the information, explanations, or ideas of others by:</p> <p>(a) identifying clear, reasonable criteria for evaluation</p> <p>(b) applying those criteria using reasoning and substantiation</p> <p>Read critically and independently to draw conclusions from research</p> <p>Use a variety of information resources to critically interpret and evaluate experiences, language, and ideas</p> <p>Make extensive use of primary sources when researching a topic and make in-depth analyses of the validity and reliability of primary source information</p> <p>Use multiple resources to:</p> <p>(a) gather information to evaluate problems</p> <p>(b) examine cause and effect relationships</p> <p>(c) answer research questions to inform an audience</p> <p>Pose questions prompted by text and research answers by:</p> <p>(a) accessing cultural information or explanations from print and non-print media sources</p> <p>(b) prioritizing and organizing information to construct a complete and reasonable explanation</p>	<p>Identify critical questions that would lead to a broader understanding of a selection</p> <p>Create responses that evaluate problems and offer solutions to a reader or listener by:</p> <p>(a) clearly stating the problem and relevant issues</p> <p>(b) determining the significance of the problem</p> <p>(c) focusing on a neutral audience</p> <p>(d) logically organizing the solutions for a specific audience</p> <p>(e) offering and evaluating effective solutions</p> <p>(f) creating a sense of resolution or closure</p> <p>Examine controversial issues by:</p> <p>(a) sharing and evaluating personal response</p> <p>(b) researching and summarizing data</p> <p>(c) developing a framework in which to discuss the issue (creating the context)</p> <p>(d) compiling personal responses and researched data to organize the argument</p> <p>(e) presenting data in various forms (e.g., graph, essay, speech, video)</p> <p>Identify complex, implicit hierarchic structures in informational texts and relationships between the concepts and details in these structures.</p>	<p>Critically interpret and evaluate experiences, literature, language, and ideas by:</p> <p>(a) making generalizations supported by specific references</p> <p>(b) reflecting on observations and their relationship to a current viewpoint</p> <p>(c) distinguishing fact from fiction and recognizing personal bias</p> <p>Explain significant connections between author's purpose, tone and intended message</p>

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<b>Strand II: Writing and Speaking for Expression</b> <b>Standard: Students will communicate effectively through speaking and writing.</b>			
Produce responses to editorials/literature for a neutral audience by providing: (a) a clearly stated position or proposed solution and (b) relevant, reliable support Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies)  Differentiate among literal, figurative, and connotative meanings  Demonstrate appropriate manuscript requirements that include title page, pagination, spacing and margins, and integration of source and support material (e.g., citations, reference lists, direct quotations) with appropriate punctuation and format  Demonstrate control of grammar, diction, paragraph and sentence structure	Make well-informed and well-organized formal presentations with a clear main point, adjusting the message, wording, and delivery to the particular audience and context <input type="checkbox"/> Clearly articulate a position through the use of a thesis statement, anticipate and deal with counter-arguments, and develop arguments using a variety of methods such as: <input type="checkbox"/> (a) examples and details <input type="checkbox"/> (b) commonly accepted beliefs <input type="checkbox"/> (c) expert opinions <input type="checkbox"/> (d) quotations and citations <input type="checkbox"/> (e) cause and effect <input type="checkbox"/> (f) comparison and contrast reasoning	Defend argumentative positions on literary and non-literary issues by: (a) sharing and evaluating initial personal response (b) presenting researched and summarized information (c) creating a context to discuss the issue (d) researching and compiling data to organize the argument (e) presenting data Write to stimulate the emotions of the reader	Develop presentations by using clear research questions and creative and critical research strategies
Quadrant I	Quadrant II	Quadrant III	Quadrant IV
<b>Strand III: Literature and Media</b> <b>Standard: Students will use literature and media to develop an understanding of people, societies, and the self.</b>			
Analyze the results of a character's actions on the basis of the character's culture and society <input type="checkbox"/> Describe the significance of selected works on societies and cultures <input type="checkbox"/> Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks) and figures of speech (all semester)	Analyze actions that reflect motivations based on culture, personal history, environment, and society  Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a literary work (all semester)	Analyze the ideas of others by identifying the ways in which writers: <input type="checkbox"/> (a) introduce and develop a main idea <input type="checkbox"/> (b) choose and incorporate relevant details <input type="checkbox"/> (c) relate the organization to the ideas <input type="checkbox"/> (d) use effective word choice as a basis for coherence <input type="checkbox"/> (e) achieve a sense of completeness and closure	Analyze arguments, concepts and perspectives presented in literary works and media