

# ENGLISH 10

LENGTH OF TIME: 90 minutes daily for one semester

GRADE LEVEL: 10

## DESCRIPTION OF COURSE:

One objective of this course is to provide students with the tools for understanding the literary and cultural history of the literature of the world as evidenced in poetry, short stories, speeches, drama, and novels. Students will also develop strategies for speech writing, presentation, and listening for a variety of purposes. Writing objectives include journal writing, informative essays, various compositions in fictional and personal styles, and special emphasis on the descriptive-narrative domain. A final objective includes developing strategies in reading comprehension, vocabulary, critical thinking, and use of technology. Students can expect reading and written homework daily.

## ESSENTIAL QUESTIONS:

1. What is the impact of words in formulating meaningful sentences and paragraphs?
2. How does language structure affect meaning?
3. What is the impact of individuals on history
4. How does an author shape the cultural ideas about death, love, betrayal, fear, compassion and jealousy?

## READING ASSESSMENT ANCHORS:

- R11.A.1.4 Identify and explain main ideas and relevant details.
- R11.A.1.3.1 Make inferences and/or draw conclusions based on information from text.
- R11.A.1.6 Identify, describe and analyze genre of text
- R11.A.1.6.1 Identify and/or analyze the author's intended purpose of text.
- R11.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.
- R11.B.1.1.1 Explain, interpret, compare, describe, analyze, and/or evaluate the relationships within fiction and literary nonfiction. (Character, Setting, Plot)
- R11.B.1.2 Make connections between texts
- R11.B.2.1.2 Identify, explain, interpret, describe, and/or analyze the author's purpose for and effectiveness at using figurative language in text.
- R11.B.3.1.1 Explain, interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in nonfictional text.
- R11.B.3.3.2 Explain, interpret, and/or analyze the author's purpose for decisions about text organization and content.

## ACADEMIC STANDARDS

- 1.1.11.B Analyze the structure of informational materials explaining how authors used these

to achieve their purposes.

- 1.1.11.E Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.
- 1.1.11.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- 1.2.11.A Read and understand essential content of informational texts and documents in all academic areas.
- 1.3.11.B Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.
- 1.3.11.C Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.
- 1.3.11.D Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox).
- 1.3.11.F Read and respond to nonfiction and fiction including poetry and drama.
- 1.4.11.B Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).
- 1.5.11.F Edit writing using the conventions of language.

#### PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by completing:

1. Complete SLOs (See below)
2. Persuasive writing piece

#### TITLES OF UNITS:

1. McDougal Littell Literature: *Tenth Grade*. 2008.

Unit 1: The World of a Story: Plot Setting and Mood – 2 weeks (approx.)

- Fiction- “Harrison Bergeson”  
“Searching for Summer”
- Nonfiction- “The Race to Save Apollo 13”
- Poetry Sample

Unit 3: A Writer's Choice: Narrative Devices – 2 weeks (approx.)

- Fiction- “By the Waters of Babylon”  
“There Will Come Soft Rains”

Unit 11: Shakespearean Drama: The Tragedy of Julius Caesar – 1 month (approx.)

2. Required Novel Units

#### SAMPLE INSTRUCTIONAL STRATEGIES:

1. Discussion
2. Individual silent reading
3. Composition writing

**MATERIALS:**

Level 1 – required

1. McDougal Littell Literature: *Tenth Grade*. 2008.
2. The Once and Future King, T.H. White, Ace Books, NY, 1987

Level 2 - required

1. McDougal Littell Literature: *Tenth Grade*. 2008.
2. The Crucible, Arthur Miller, Penguin Books, NY 1981

Supplementary

1. Poems, American Themes, Wm. C. Bassell, AMSCO, 1995
2. Spoon River Anthology, Edgar Lee Masters, MacMillan, 1962
3. The Pearl in Scope, Scholastic Level 4, 1984
4. Halloween Tree, Ray Bradbury, Econoclad, 1990
5. Multicultural Voices, Scott Foresman, 1995
6. Heroes and Villains, Henry I. Christ, AMSCO, 1996
7. Short stories - Ernest Hemingway. The Snows of Kilimanjaro and Other Stories, Collier/MacMillan, 1961
8. Collected Stories, William Faulkner, Vintage Books, 1976
9. Guide to Good Writing, Writer's Digest, 1994.
10. Anthem, Ayn Rand, Signet, 1995.
11. 12 Angry Men, Reginald Rose, Penguin.

<b>TITLES</b>	<b>SKILLS TAUGHT</b>	<b>COMMON CORE</b>
“Harrison Bergeson”	Plot Conflict Drawing Conclusions Word Acquisition Collaborative Discussion	CC.1.3.9-10.D CC.1.3.9-10.C CC.1.3.9-10.B CC.1.3.9-10.F CC.1.5.9-10.A
“Searching for Summer”	Setting Mood Monitor Collaborative Discussion	CC.1.3.9-10.C CC.1.3.9-10.B CC.1.5.9-10.A
“The Race to Save Apollo 13”	Suspense in Nonfiction Interacting with Text Word Acquisition in Context Clues Specialized Vocabulary	CC.1.2.9-10.C CC.1.4.9-10.D CC.1.2.9-10.F
“By the Waters of Babylon”	Point of View	CC.1.3.9-10.D

	Foreshadowing Collaborative Discussion	CC.1.3.9-10.C CC.1.5.9-10.A
“There Will Come Soft Rains”	Chronological Order Drawing Conclusions Compare and Contrast Word Acquisition Context Clues Collaborative Discussion	CC.1.2.9-10.D CC.1.3.9-10.B CC.1.3.9-10.H CC.1.3.9-10.F CC.1.3.9-10.F CC.1.5.9-10.A
Shakespearean Drama: <i>The Tragedy of Julius Caesar</i>	Annotation Imply/Conclusion Media Analysis Literary Devices Rhetorical Devices Research Technology and Publication Presentation of Knowledge and Ideas Integration of Multimedia	C.C.1.3.9-10.B C.C.1.3.9-10.G C.C.1.3.9-10.J CC.1.2.9-10.D CC.1.5.9-10.B CC.1.5.9-10.D CC.1.5.9-10.F CC.1.4.9-10.Q CC.1.4.9-10.R
<u>The Once and Future King</u> , T.H. White,	Annotation Collaborative Discussion Word Acquisition Point of View Literary Devices Theme/Symbolism Research Conflict Validity of Sources Technology and Publication	C.C.1.3.9-10.B CC.1.5.9-10.A CC.1.3.9-10.F CC.1.3.9-10.D C.C.1.3.9-10.J CC.1.3.9-10.C CC.1.4.9-10.B CC.1.4.9-10.V CC.1.4.9-10.W CC.1.4.9-10.U
Research Unit	Research Validity of Sources Technology and Publication Informative/Explanatory Style Media Main Idea/Summarization Critical Listening Presentation of Knowledge and Ideas Integration of Multimedia	CC.1.4.9-10.Q CC.1.4.9-10.R CC.1.4.9-10.E CC.1.4 Writing CC.1.2.9-10.A CC.1.5.9-10.C CC.1.5.9-10.B CC.1.5.9-10.D CC.1.5.9-10.F

#### METHODS OF ASSISTANCE AND ENRICHMENT:

1. Opportunities are provided for retesting and rewriting compositions as appropriate
2. Opportunities are provided for private conferencing and tutoring
3. *McDougal Littell Literature* Differentiated Strategies

PORTFOLIO DEVELOPMENT:

1. Presentations, projects, and essays

COMMON ASSESSMENTS:

Tenth Grade Summer Reading Assessment

SLO: Short Story Pre & Post Assessments (A – Level 1; B/C – Level 2), Nonfiction Research Presentation, and *Julius Caesar* Persuasive Essay

Speaking :Nonfiction Research Paper

Final Exam: Cumulative exam with a writing component

*McDougal Littell Literature Standards Lesson File Grammar Assessments*

- a. Sentence Fragments/ Run On Sentences (lessons 1 & 2)
- b. Pronoun Reference Problems (lessons 9 & 10)
- c. Subject-Verb Agreement (lessons 3 - 7)
- d. Missing or Misplaced commas (lesson 21)