

a-g ENGLISH 10A & B

COURSE TITLE/ TRANSCRIPT CODE

a-g English 10A 1E1002

a-g English 10B 1E1006

COURSE DESCRIPTION

The English 10 course is mainly textbook based with online options. This course builds upon skills learned in the freshman year and continues the study of various literary genres (short story, novel, drama, poetry and nonfiction). The course will focus on developing effective readers, writers, and thinkers through extensive literature-based assignments in many forms. Mastery of grammar, developing vocabulary skills in context, and developing speaking skills through discussion and oral presentations, as well as proficiency in computer word processing and internet research are important aspects of this class. This 10th grade course of study should include, but not be limited to, the following: reading works of a variety of authors, the reading standards of building vocabulary, reading comprehension and analysis of themes in literature from around the world; the writing standards of strategies (organization and research techniques with a focus on a research paper) and applications (genres and their characteristics); the conventions grammar and composition; and the standards for listening and speaking. These standards can be viewed in full here: <http://www.cde.ca.gov/be/st/ss/enggrades9-10.asp>

PREREQUISITES: English 9

REQUIRED TEXTBOOK: THE READER'S CHOICE, Course 5; CA edition; 2002; Glencoe McGraw-Hill

SUPPLEMENTAL INSTRUCTIONAL MATERIALS: In addition to working through the textbook, it is required that students read a minimum of 2 literature selections each semester (from list below or approved by SME).

COURSE PURPOSE

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COURSE OUTLINE

Unit 1: The Short Story

In this unit, students expand on their study of the characteristics of short stories by reading selections

from the textbook (authors include Achebe, Tan, Kincaid, Finney) and from the list of suggested readings and practicing narrative techniques in their own writing and response to the literature read. In addition, they explore, analyze and critique the different universal themes found in the literature read, demonstrate grammar skills in their practice writing, and create, compose and edit original narratives.

Unit 2: Nonfiction

In this unit, students carry on their study of the characteristics of nonfiction literature by reading selections from the textbook (authors include Thomas, Ford, Mathabane, etc.) and from the list of suggested readings. They increase their knowledge of expository writing techniques, continue to build on grammar skills in their practice and writing, and apply techniques of nonfiction writing to their own compositions.

Unit 3: Poetry

Students identify, label, and explain the characteristics of poetry in this unit by reading selections from the textbook (e.g. Frost, Shakespeare, Neruda, Millay, etc.) and creating their own poetry. Working through themes of love and loss, identity, and observations and expressions, they define and demonstrate use of figurative and descriptive language, summarize and interpret meanings from the literature and poetry read, and continue to augment their grammar skills through practice and writing. At the completion of the semester, students complete a cumulative paper or project.

Unit 4: Drama

Students survey the components of the drama genre through a reading and performing selections from *Antigone* and *Julius Caesar*. Building on the skills learned in the previous year and units from this course of study, they extend their knowledge of dramatic reading as well as their exploration of universal themes of loyalty and betrayal. Students practice speaking skills by reading and performing excerpts from the dramas read, comparing and contrasting selections within the unit and beyond, and incorporating dialogue into their practice writing.

Unit 5: Legends

Students will focus on the literature of legends through a reading of selections relating to the legend of King Arthur in their textbook. They examine the elements of fictional biography and complete research for and compose a biographical research paper.

Unit 6: Humor

In this unit, students investigate humor by reading selections from the textbook and from the list of suggested readings that span all the genres they studied over this course (e.g. poetry, nonfiction, drama, etc.). They review literary terms learned over the course of study, practice expository writing techniques, and synthesize what they have learned throughout the course by completing a cumulative semester project.

KEY ASSIGNMENTS - For each unit, students will complete the following key assignments:

1. Informal assessments (including but not limited to discussion, written quizzes, etc.) with teachers during regular meetings.

2. End of chapter and end of unit questions from literature textbook (or Glencoe online assignments) which include short answer and essay questions that incorporate personal response and literature analysis.

3. Grammar assignments from grammar text which include practice questions and incorporation into students' writing.

4. Book reports on a minimum 4 literature selections (2 per semester) from approved list (or upon approval by Subject Matter Expert (SME)).

5. End of unit exams (from textbook), projects (approved by teacher), and/or papers (narrative, response to literature, persuasive essay, expository writing).

6. 2 semester-end culminating papers and/or projects (from list below or with prior approval from teacher and SME). Students will work together with the teacher to develop an appropriate rubric for assessment as part of the assignment.

Suggested culminating semester papers:

1. Congratulations! You have been selected to be part of a teen focus group to review and evaluate an infomercial. Record a late night or Sunday morning infomercial. The student will then view the infomercial multiple times and use a graphic organizer to analyze the use, for specific effects, of persuasive techniques, as well as any logical fallacies, in the infomercial. The student will then develop an original product and design an infomercial for this product using persuasive techniques, including some that may be categorized as fallacious, studied in this unit. This infomercial will be recorded and shown to your ES. Remember, the emphasis in this activity is on the persuasive presentation, not the actual product.

2. Viewing Habits and Active Viewing. Write a 5-10 page essay incorporating the answers to the following questions:

What is the process by which you normally take in media messages?

How do you think about the media messages you receive?

How are you moved to act based on the media messages you receive?

View 1 or 2 commercials, any kind, more than once if necessary. Fill in the graphic organizer in response to the commercials you view.

What colors and images are used in the commercial?

What music/sounds are used in the commercial?

What words used in the commercial stand out to you?

What is the underlying message in the commercial?

How do the creators of this commercial want you to respond?

Why is it important to be an active viewer when being exposed to media messages, especially commercials?

3. Today is your lucky day! You have the opportunity to use your amazing powers of persuasion. Your mission is to convince a person, a company, or a group to change a rule, product, or process (think lowering

the age to vote). Convince a major manufacturer to change some aspect of one of their most popular products! Alter a rule that has always been in place! Challenge the status quo! You will go about this task by composing a persuasive letter to an authentic audience—that means a real company, person, or group to whom you can offer your argument. In this letter you will employ the rhetorical devices and methods of persuasion you have acquired thus far in this course. No specific length requirement is mandated for this letter, but keep in mind that your plea should not be limited to your statement of want; you must convince your audience to “see things your way.” Be sure to employ Standard English usage to enhance the credibility of your request. You want this letter to present you and your targeted goal in the best light possible. Plan to mail your letter to the intended recipient. Power to the people!

4. Student will individually choose and independently read a work of literature—a short story or a poem—and will identify a specific, warranted theme in that work (ES or SME may offer a substantial list of works for students to choose from). The student will then compose an original work that expresses the same theme, but in a different genre, i.e., if the student chooses to read a short story, then he or she will compose a poem, if a student reads a poem, he or she will compose a short story. ES may choose to provide additional options for students, such as the option of writing a non-fiction piece, a children’s story, song lyrics, or the option of creating an original work of art.

In addition, students will compose a reflective essay showing how the elements of both works (e.g. word choice, style, figurative language, symbols, imagery, plot, characterization, sound devices, etc.) advance the specified theme. Students will make brief (3-5 min.) presentations of their work to the ES.

5. You have been hired to prosecute/defend a character in one of the novels we have studied in this unit. Your job is to write a 5-minute closing argument to present to the jury; this closing statement will be your final opportunity to convince the jury to condemn the character for, or absolve the character of, his/her crimes. You will include appropriate persuasive techniques, rhetorical devices, and textual support to make your argument as strong and convincing as possible. You will orally present your closing argument to the judge (your ES). Your written and your oral arguments should both follow the rules of Standard English usage. The ES will act as a jury to decide guilt or innocence.

6. Novel Response: Creaction (Creative Reaction)

You are charged with the task of responding to your assigned novel in one of a number of ways. You may rewrite the ending of the novel, write a chapter after the ending or before the beginning, write a chapter about an event that is implied or mentioned but never described in detail, compose a poem in response, create an original soundtrack, choose a chapter and write a screenplay of that chapter, create an original work of art, compose a photo essay, choreograph and videotape an interpretive dance, compose and record the lyrics for a theme song, or choose any other response your teacher approves.

In your reaction, you must imitate the author’s (of your assigned novel) use of archetypal patterns and/or universal ideas. In addition, prepare a brief, written explanation of how you have incorporated these archetypal patterns and/or universal ideas in your project (for example, if you do a sound track, explain how each chosen song expresses or contributes to the patterns and/or ideas). Your analysis must provide evidence of your understanding of the archetypes and/or patterns you have included.

Please remember to observe the rules of Standard English usage and to follow an appropriate manuscript

form.

7. Student chooses one prompt from the list provided by the Education Specialist. Possible prompts include:

- o In the novel _____, the death of _____ could or could not have been prevented.
- o In the story _____, the character _____ is or is not too young to be in love.
- o In the novel _____, the character _____ is or is not a tragic hero.
- o In the story _____, the author uses figures of speech not just as aesthetic devices, but also as a vehicle to advance the theme.
- o In the novel _____, the character _____ was or was not a hero.
- o In the story _____, the character _____ was or was not justified in his or her decision/action.
- o In the novel _____, the inanimate object _____ acts as a character, even though it is not really alive.

In response to this prompt, the student will compose a well-organized essay that uses textual evidence to support his or her claim. Student should be sure to observe appropriate Standard English usage.

8. "If I Could Change the World..."

Each student will choose a topic of local, state, national, or global significance. The name of organization has offered \$1 million to be used to help a worthy cause. Each of you will present a proposal for a worthy cause of your choice. You should choose a cause that has local, state, national or global significance. Develop a position statement and a research plan, including possible resources, before beginning your research. Once your ES approves your research plan, you are ready to begin. Student will compose a persuasive document that is well-researched, well-organized, and appropriately documented, keeping in mind all the persuasive strategies acquired during this course and incorporating those that will make your document most effective. In addition, student will prepare a 3-5 minute multi-media presentation to present on national television (your learning record meeting with ES). Your ES will use predetermined criteria to determine if you should receive the million dollar grant.

INSTRUCTIONAL METHODS AND/OR STRATEGIES

Instructional methods include but are not limited to:

Direct Instruction

Teacher demonstration

Lecture

Guided practice

Multimedia presentation

Student-directed personal study

Student presentations

Regular access to Subject Matter Expert (SME)

ASSESSMENT METHODS AND/OR TOOLS

Methods by which student progress is assessed will be through a variety and/or combination of methods.

The methods available include, but are not limited to, the following:

Regular review of work by Education Specialist (credentialed teacher),

Portfolios

Observation by Parent facilitator and Education Specialist

Student demonstrations

Student grades

Student work samples

Written Examinations

Research Projects

Regular access to a Subject Matter Expert (SME)

READING REQUIREMENTS

In addition to textbook-based assignments, students must select a minimum of four literature selections to read from the following list and write accompanying book reports for each selection. Titles not on this list must be preapproved by the Subject Matter Expert (SME).

Novels with ** have a Glencoe Literature Study Guide to accompany the reading.

**TO KILL A MOCKINGBIRD - Lee

**A SEPARATE PEACE - Knowles

**JULIUS CAESAR - Shakespeare

**ONE DAY IN THE LIFE OF IVAN DENISOVICH - Solzhenitsyn

LORD OF THE FLIES - Golding

HAMLET - Shakespeare

**PRIDE AND PREJUDICE -- Austen

FAHRENHEIT 451 - Bradbury

A RAISIN IN THE SUN - Hansberry

PYGMALION - Shaw

**CYRANO DE BERGERAC - Rostand

THE PEARL - Steinbeck

LITTLE WOMEN - Alcott

**ANIMAL FARM - Orwell

THE DIVINE COMEDY - Dante

DON QUIXOTE - Cervantes

CRIME AND PUNISHMENT - Dostoevsky

WAR AND PEACE - Tolstoy

FRANKENSTEIN - Shelley

CRY THE BELOVED COUNTY - Paton

KAFFIR BOY - Mathabane

ROBINSON CRUSOE - Stevenson

**NIGHT - Elie Weisel

THE BLUEST EYE - Morrison

FLOWERS FOR ALGERNON - Keyes

MY ANTONIA - Cather
DAVID COPPERFIELD - Dickens
GULLIVER'S TRAVELS - Swift
THE SEAMSTRESS - Bernstein
**THE YEARLING - Rawlings

WRITING ASSIGNMENTS

Writing assignments for this course of study should include, but are not limited to, the following:

1. Book reports in essay form that summarize, analyze, and critique selections read. Books are to be selected from the approved book list, or pre-approved by the Subject Matter Expert (SME) (Minimum of 2 per semester)

2. Journal and free writing, as well as written answers to end-of-selection and end-of-unit questions in the textbook.

Sample of writing assignments from "Everyday Use" by Alice Walker (Unit - The Short Story) follow:

- The author draws sharp contrasts between the characters. Divide two pages of your reading journal into two columns. As you read "Everyday Use", compare Mama and Dee on one page; Dee and Maggie on the other page. Use both the author's words as well as your own to describe each character.

- Returning to one's family or hometown as a "new" person may be a common fantasy. Some individuals, like Dee may actually do so. Write a scenario in which you return to your hometown after an absence of ten year. (For example you might visualize yourself returning as a famous athlete or celebrated author). Consider how you would look, feel, be received, etc.

3. School-wide writing assessment to focus on a different type of writing every year (response to literature, summary, narrative, etc.).

4. Culminating paper at the end of each semester (described in Key Assignments)

5. Informal quizzes and communication (e.g. email, online assessments) with teacher throughout the course of study.