



Greenwich Public Schools Curriculum Overview

Course Name: 10th Grade English

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description

Tenth grade English class focuses on strengthening expository and imaginative writing skills; developing principles of analysis, synthesis and evaluation; and studying the writing of selected American authors. Sophomores study *The Odyssey*, *Macbeth*, and *Huckleberry Finn*, a paired contemporary text and additional teacher selected works. Students also meet with both English and social studies teachers to participate in the Seminar Skills program. Seminar Skills is an interdisciplinary lab that deepens and extends the common learning objectives of the English and social studies classes. In Seminar Skills reading, writing, and speaking skills are developed through project-based activities such as analysis of current events and through incrementally larger research work. Through these, students also practice responsible, effective use of technology. In a coordinated K-12 effort, GPS is committed to helping students develop the academic, personal, and interpersonal capacities established in the Vision of the Graduate. The English department provides opportunities for students to practice and refine these skills within each of its courses.

Enduring Understandings

- Social, political, and historical influences impact the construction of a novel or work of nonfiction.
- Authors employ specific elements of craft that impact meaning and effect.
- An author explores a larger idea about society and the world through writing.

Standards

Common Core State Standards

Reading

CC.SS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.SS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.SS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.SS.ELA-Literacy.RL.9-10.4: Determine the meaning 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).

CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Writing

CCSS.ELA.Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA.Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA.Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA.Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

CCSS.ELA-Literacy.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.9-10.9a-b: Apply *grades 9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). Apply *grades 9-10 Reading*

standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking/Listening

CCSS.ELA-Literacy.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Conventions

CCSS.ELA-Literacy.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Performance Tasks

Reading

Students will....

- Use active reading strategies to enhance engagement and depth of understanding of full class texts and independent reading selections

- Explore a wide range of supplemental texts (short stories, poems, nonfiction selections, films and artistic media)

Writing

Students will...

- Complete summative writing assignments to reflect the various writing purposes
- Complete a wide range of formative graded writing assignments.
- Use the writing process to formulate effective thesis statements, organize and develop ideas, and employ stylistic conventions in writing.

Speaking/Listening

Students will...

- Participate and contribute analysis in whole-class discussion of major works
- Use digital media in formal presentations to peers.
- Participate in a collaborative projects to demonstrate understanding of literature
- Orally present analysis in large and small group settings

Language Conventions

Students will...

- Participate in writing workshops.
- Acquire and strengthen vocabulary usage and grammar skills.
- Engage in ongoing writing exercises that explore literal and figurative language

Instructional Resources

- *The Odyssey*, Homer
- *Macbeth*, Shakespeare
- *The Adventures of Huckleberry Finn*, Twain
- Poetry (Dickinson, Whitman, Frost, Hughes)
- *The House on Mango Street*, Cisneros
- *A Lesson Before Dying*, Gaines
- *Something Wicked This Way Comes*, Bradbury
- *The Secret Life of Bees*, Kidd
- *All the Light We Cannot See*, Doerr
- *News of the World*, Jiles
- *When the Emperor Was Divine*, Otsuka
- *Boys in the Boat*, Brown
- *How the Garcia Girls Lost Their Accents*, Alvarez
- *I Know Why the Caged Bird Sings*, Angelou
- *Leaving Home* (anthology), Rochman & McCampbell
- *Ethan Frome*, Wharton
- *The Crucible*, Miller
- *United States in Literature* (anthology), Miller, Dwyer & Wood
- *The Glass Menagerie*, Williams
- *Points of View* (anthology), Moffett & McElheny
- *Into the Wild*, Krakauer
- Slave Narratives from selected writers

- Works of non fiction from various sources -- op-eds, essays, argumentative and rhetorical pieces.
- *Vocabulary Workshop*, Sadlier Oxford, Wordly Wise Vocabulary series, In-context of course text
- Required Sequence of Grammar for the 10th grade

Major Units

- An American Experience: *The Adventures of Huckleberry Finn*, by Mark Twain paired with a contemporary text
- An Epic Journey: *The Odyssey*, by Homer
- Hubris, Ambition and Tragedy: *Macbeth*, by William Shakespeare
- Distinct American Poetic Voices
 - Selected poetry by Walt Whitman, Emily Dickinson, Robert Frost and Langston Hughes
- Additional unit(s) with text(s) from Instructional Resources
- Independent Reading Fiction and Nonfiction
- Required Sequence of Grammar for 10th grade