



Cecil County Public Schools
Division of Education Services
Serving learners, families, and the community.



Grade 10 English Language Arts

Purpose of the Document: This document provides an overview of this course. The information provided below is designed to support students, parents, and the school community to understand the major content of the course and the standards used to design it. To support the needs of students, teachers may make adjustments as needed. Please contact your child's teacher and/or review the course Schoology page with your child for additional information.

Program Mission: The Secondary English Language Arts Department will empower all students with the agency to navigate a diverse and technologically fluid society, articulate informed viewpoints, engage in productive collaborations, and disrupt limiting patterns so that they can pursue personally meaningful goals.

Commitment Statements:

In recognition of the honor and privilege of being Teachers of English Language Arts, we commit to the following values and behaviors that will strengthen our community and promote life-long learning.

- We will collaborate with our colleagues, students, parents, and communities to develop teaching practices that are grounded in research, relevant to our students' lives, and reflective of technological and cultural advancements.
- We will engage in honest self-reflection, supporting one another as we build on our strengths and recognize our limitations, always seeking to balance autonomy and accountability.
- We will strive to educate the whole learner, demonstrating empathy and respect while providing learning experiences that are aligned with state standards and flexible enough to adapt as we meet the needs of each learner.
- We will earn the trust of our students, providing a safe space for vulnerability and diversity. As guides and advocates, we will help our students find purpose and meaning in their lives, working alongside them to remove barriers to their personal and academic growth.

Course Description: This course enriches the language arts, inquiry, and analysis skills developed in English 9, guiding students toward mastery of the 9-10 grade band standards. Text and language study emphasize vocabulary acquisition, grammar as an element of style, critical thinking, discussion, and the explication and synthesis of authors' ideas in student writing.

Students continue to develop writing products across genres that are informed by Maryland's College and Career Readiness Standards. Deployed through sets of various texts, the course explores classic and contemporary literature as well as pertinent nonfiction. Students take the MCAP assessment in their 10th grade year.

MODULE 1 - Narrative and Social Change

Essential Question <ul style="list-style-type: none">• How does a story inspire social change?
Standards/ and or skills taught <ul style="list-style-type: none">• Cite textual evidence to support analysis of text• Write informative/explanatory texts
How students are graded: <ul style="list-style-type: none">• Quiz on background study of the Russian Revolution• Annotations and informal writing tasks to focus on selecting and evaluating evidence• Text-dependent questions (MCAP-style)• Written analysis of the author's use of tone and other stylistic elements to create a central message• End of unit summative assessment: You have read George Orwell's <i>Animal Farm</i>. Orwell wrote this novel to address specific issues. Write an essay in which you analyze the narrative elements that Orwell uses to develop his theme. In your essay, you may discuss how he uses such elements as tone, allegory, and stylistic elements that support the author's purpose (i.e. irony, symbolism, and imagery). Use specific evidence from the text to support your analysis.
Resources: Target Texts <ul style="list-style-type: none">• <i>Animal Farm</i> by George Orwell• <i>Night</i> by Elie Wiesel Supporting Texts <ul style="list-style-type: none">• "Cult of Personality" song by Living Color• Video from Discovery Education: "The Geography and Cultures of Russia: The Russian Revolution and Civil War (1917-1922)"
Home and School Connection: <ul style="list-style-type: none">• Consider the ways that a film or TV show uses tone, symbolism, irony, or allegory to tell a story.

MODULE 2- Synthesizing Perspectives

Essential Question <ul style="list-style-type: none">• How does an individual communicate personal values to an audience?• How does assimilation affect the individual
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Standards/ and or skills taught

- Determine an author’s point of view
- Analyze the role and development of complex characters
- Analyze a point of view or cultural experience in World Literature
- Write arguments to support claims
- Write informative/explanatory texts

Unit 2: *Emphasis on Informational Performance Task (IPT)***How students are graded:**

- Text-dependent questions (MCAP-style)
- Timed argumentative and analysis responses to align with unit assessment and MCAP
- Quickwrites

End of unit summative assessment options:

- Core IPT option (analysis): You have now read an excerpt from Malcolm X’s autobiographical essay “Learning to Read” as well as an excerpt from Malala’s Nobel Prize speech. Both authors incorporate multiple elements that develop their views. Write an essay in which you analyze how each author develops their view of education.
- Core IPT option (argument): After reading the excerpt from Malcolm X’s autobiographical essay as well as the excerpt from Malala’s Nobel Prize Speech, write an essay in which you argue the value of education. Remember to use evidence from both texts to support your claim.
- HONORS IPT option (analysis): You have now read an excerpt from Malcolm X’s autobiographical essay “Learning to Read” as well as an excerpt from Frederick Douglass’s autobiographical essay “Learning to Read and Write.” Both authors incorporate multiple elements that develop their views. Write an essay in which you analyze how each author develops their view of education.

Unit 3: *Emphasis on Literary Performance Task (LPT)***How students are graded:**

- Annotations of text
- Text-dependent questions (MCAP-style)
- Quickwrites
- Summative slideshow on characterization

End of unit summative assessments : MCAP Style assessment with essay options:

- Core Option One: You have just read Gabriel Garcia Márquez’s short story “One of These Days” and Robert Frost’s “The Road Not Taken.” Compare and contrast the two pieces to show how Marquez and Frost develop tone. Use evidence from both texts to support your response.
- Core Option Two: You have just read Gabriel Garcia Márquez’s short story “One of These Days” and Robert Frost’s “The Road Not Taken.” Compare and contrast how Márquez develops the dentist’s character in “One of These Days” with how Frost develops the narrator in his poem. Use evidence from both texts to support your response.
- HONORS Option One: You have just read an excerpt from Mary Shelley’s *Frankenstein* Chapter 10 and William Ernest Henley’s “Invictus.” Compare and contrast the two pieces to show how Shelley and Henley develop tone. Use evidence from both texts to support your response.
- HONORS Option Two: You have just

<ul style="list-style-type: none"> ● HONORS IPT option (argument): After reading the excerpt from Malcolm X’s autobiographical essay “Learning to Read” as well as an excerpt from Frederick Douglass’s autobiographical “Learning to Read and Write,” write an essay in which you argue the value of education. Remember to use evidence from both texts to support your claim. 	<p>read an excerpt from Mary Shelley’s Frankenstein Chapter 10 and William Ernest Henley’s “Invictus.” Compare and contrast how Shelley develops the Creature’s character in Frankenstein Chapter 10 with how William Earnest Henley develops the narrator in his poem. Use evidence from both texts to support your response</p>
<p>Resources: Target Texts</p> <ul style="list-style-type: none"> ● Elie Wiesel’s Nobel Prize acceptance speech ● Malala Yousafzai’s Nobel Prize acceptance speech ● Dr. Martin Luther King’s Nobel Prize acceptance speech ● Malcolm X “Learning to Read” ● Frederick Douglass “Learning to Read and Write” (honors only) <p>Supporting Texts</p> <ul style="list-style-type: none"> ● “For Whom the Bell Tolls,” John Donne ● “The Envoy of Mr. Cogito,” Zbigniew Herberta ● “What would you fight for”, video ● Jon Stewart Speech to Congress, video ● Jon Stewart Interview with Bryan Stevenson, video ● Bryan Stevenson Ted Talk, video ● Ellen Interview with Tara Westover, video 	<p>Resources: Target Texts (not all texts will be used in all classes)</p> <ul style="list-style-type: none"> ● Poem Options: <ul style="list-style-type: none"> ○ “The Tropics in New York” ○ “Postcard from Kashmir” ○ “My Uncle’s Favorite Coffee Shop” ○ “The Island Within” ● Short Fiction Options: <ul style="list-style-type: none"> ○ “Everyday Use,” Alice Walker (810) ○ “A Real Durwan” (from Interpreter of Maladies) (1050) ○ “Man in the Well,” Ira Sher (870) ○ Excerpt from Frankenstein, Mary Shelly (chapter 14) (1170) ○ Dreaming in Cuban (an excerpt) (1170) <p>Supporting Texts (not all texts will be used in all classes)</p> <ul style="list-style-type: none"> ● Excerpt from Frankenstein, Mary Shelly (chapter 10) (1170) ● “Invictus” by William Ernest Henley ● “One Of These Days” by Gabriel García Márquez ● “The Road Not Taken” by Robert Frost ● “Finding a voice: A Taiwanese Family Adapts to America” article ● “My Turn: An Immigrant’s Silent Struggle” article

	<ul style="list-style-type: none"> ● “My American Assimilation Story” article ● Companion Text Options: <ul style="list-style-type: none"> ○ The Best We Could Do, Thui Bui (graphic novel) ○ Lord of the Flies, William Golding ○ One Flew Over the Cuckoo’s Nest, Ken Kesey ○ Things Fall Apart (890), Chinua Achebe
Home and School Connection <ul style="list-style-type: none"> ● Read or watch important speeches from other notable figures and discuss the ways the speaker develops their message. 	Home and School Connection <ul style="list-style-type: none"> ● Talk about similarities in the ways that characters are developed in two different shows, films, poems, etc. ● Read a favorite poem and talk about the tone and how the poet creates that tone.

MODULE 3-

Essential Questions <ul style="list-style-type: none"> ●
Standards/ and or skills taught
Unit 4 How students are graded: <ul style="list-style-type: none"> ●
Unit 4 Resources: <ul style="list-style-type: none"> ●
Home and School Connection <ul style="list-style-type: none"> ●

MODULE 4-

Essential Questions <ul style="list-style-type: none"> ●
Standards/ and or skills taught

Unit 5 How students are graded: <ul style="list-style-type: none"> •
Unit 5 Resources: <ul style="list-style-type: none"> •
Home and School Connection <ul style="list-style-type: none"> •