



GREAT NECK PUBLIC SCHOOLS

"Where Discovery Leads to Greatness"

#DiscoverGreatness

Curriculum Profile: English 10R

| | | |
|--|--|--|
| <u>Department</u> | English | |
| <u>Course Name</u> | English 10R | |
| <u>Course Length</u> | 1 year | |
| <u>High School Credits</u> | 1 | |
| <u>Description</u> | This Regents-level course builds on the composition skills taught in ninth grade. Students may expect extensive practice in a variety of rhetorical modes and in developing the length and complexity of their essays. Students will also have opportunities to develop imaginative and personal writing. Clarity, variety in sentence structure, appropriate diction, and coherence are emphasized. The study of literature seeks to enhance students' appreciation of the complexity of human experience and includes significant works of drama, including at least one Shakespearean play, fiction, non-fiction, and poetry. Additional areas of study will include research skills, grammatical topics, and impromptu writing. | |
| <u>Target/eligible students</u> | All 10 th -grade students | |
| <u>State Learning Standards Link(s)</u> | New York State English Language Arts Learning Standards <ul style="list-style-type: none"> ● 9th – 10th grade Reading Standards ● 9th – 10th grade Writing Standards ● 9th – 10th grade Speaking and Listening Standards ● 9th – 12th Banded Anchor Standards | pp. 99-100 pp. 101-103 pp. 104-106 p. 123 |
| <u>Primary texts and materials</u> Examples of printed and visual texts used to meet the New York State Learning Standards at this grade level are shown at the right. They provide a balance of classic and contemporary literature (both full length and shorter works), and are culturally responsive, relevant to all students and made available in the home language when possible. As indicated in the NYSED Next Generation Learning Standards for English Language Arts FAQ , They reflect a global and diverse variety of authors, time periods, genres, and cultural perspectives, and also foster positive academic outcomes, develop students' abilities to connect across lines of difference, elevate historically marginalized voices, empower students as agents of social change, and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking. Texts are not limited to these examples. | Students in 9 th and 10 th grade English classes experience a balance of literature and informational texts in the context of instruction designed to create opportunities for learners to engage with a variety of topics, texts, and have discussions about texts that support language development and knowledge building. The focus is on using texts, printed and visual, to develop readers' concepts of how meaning is conveyed through reading and writing, and in turn their ability to make meaning of increasingly complex texts. Examples of such texts are as follows: LITERATURE Short stories: "Harrison Bergeron" by Kurt Vonnegut, "The Chrysanthemums" by John Steinbeck, "The Cat in the Rain" by Ernest Hemmingway, <i>Nine Stories</i> by J.D. Salinger. Drama: <i>Macbeth</i> , <i>Romeo and Juliet</i> , <i>The Glass Menagerie</i> , <i>All My Sons</i> Poetry: "If" by Rudyard Kipling, "A Poison Tree" by William Blake, "The Unknown Citizen" by W.H. Auden, "Out, Out" by Robert Frost, "Invictus" by William Ernest Henley. Fiction: <i>Catcher in the Rye</i> , <i>To Kill a Mockingbird</i> , <i>Anthem</i> , <i>The Old Man and the Sea</i> , <i>A Separate Peace</i> , <i>Fahrenheit 451</i> . Graphic Literature: <i>Persepolis</i> . Memoir: <i>Night</i> . INFORMATIONAL TEXT Books and articles, including independent reading, about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources, especially employed in the development of research skills. | p. 97 |

| Scope/Sequence | | | |
|-------------------|----|---|--|
| | R1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL) | |
| | R2 | Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL) | |
| | R3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI) | |
| | R4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL) | |
| | R5 | In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI) | |
| | R6 | Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL) | |
| | R7 | Analyze how a subject / content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject / content or key scene in two different formats, examine the differences between a historical novel and a documentary). (RI&RL) | |
| | R8 | Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI&RL) | |
| | R9 | Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL) | |
| Writing Standards | W1 | Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | |
| | W2 | 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. | |
| | W3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | |
| | W4 | Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate. | |
| | W5 | Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 | |

| | | | |
|----------------------------------|--|---|--|
| | | Reading Standards to both literary and informational text, where applicable. | |
| | W6 | Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation. | |
| | W7 | Gather relevant information from multiple 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; avoid plagiarism and follow a standard format for citation. | |
| Speaking and Listening Standards | SL1 | Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others. | |
| | SL2 | Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source. | |
| | SL3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence. | |
| | SL4 | Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience. | |
| | SL5 | Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience. | |
| | SL6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | |
| Language Standards | L1 | Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. Examples of grammar skills at this grade level may include active/passive voice, parallel structure, subject/verb agreement, pronoun/antecedent agreement. | |
| | L2 | Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. | |
| | L3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | |
| | L4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. | |
| | L5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | |
| | L6 | Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
| Additional Notes: | The sequence of instruction may be tied to interdisciplinary planning with other curricular areas and vary from school to school for this and other pedagogical reasons. In consultation with their colleagues, teachers may use professional discretion in the selection of classroom texts and supporting materials used to meet state learning standards. | | |