

English 10: Literature and Composition

Honors English 10: Literature and Composition

2008-2009 Proposed Changes According to the Michigan Merit Curriculum

(From the Michigan Department of Education's *Michigan Merit Curriculum: Course/Credit Requirements Guide for English Language Arts Grade 10*)

Curriculum Unit Design

One of the ultimate goals of teaching is for students to acquire transferable knowledge. To accomplish this, learning needs to result in a deep understanding of content and mastery level of skills. As educational designers, teachers must use both the art and the science of teaching. In planning coherent, rigorous instructional units of study, it is best to begin with the end in mind.

Engaging and effective units include:

- appropriate content expectations
- students setting goals and monitoring own progress
- a focus on big ideas that have great transfer value
- focus and essential questions that stimulate inquiry and connections
- identified valid and relevant skills and processes
- purposeful real-world applications
- relevant and worthy learning experiences
- varied flexible instruction for diverse learners
- research-based instructional strategies
- explicit and systematic instruction
- adequate teacher modeling and guided practice
- substantial time to review or apply new knowledge
- opportunities for revision of work based on feedback
- student evaluation of the unit
- culminating celebrations

Relevance

Instruction that is clearly relevant to today's rapidly changing world is at the forefront of unit design. Content knowledge cannot by itself lead all students to academic achievement. Classes and projects that spark student interest and provide a rationale for why the content is worth learning enable students to make connections between what they read and learn in school, their lives, and their futures. An engaging and effective curriculum provides opportunities for exploration and exposure to new ideas. Real-world learning experiences provide students with opportunities to transfer and apply knowledge in new, diverse situations.

Introduction to English Language Arts

The English Language Arts Standards are built upon the expectation that students will engage in broad reading and writing experiences to encompass literary texts, nonfiction literary texts, and other informational texts. The High School Content Expectations incorporate a new emphasis on informational text comprehension and workplace reading and writing skills. They are organized into four strands, 14 standards, and 91 expectations. The skills and content addressed in these expectations will, in practice, be woven together into a coherent, integrated English language arts curriculum. The language arts processes are recursive and reinforcing; students learn by engaging in and reflecting on these processes at increasingly complex levels over time.

Students will develop effective communication and literacy skills through rigorous and relevant units of instruction and engaging learning experiences by focusing on four key dispositions:

- Inter-Relationships and Self-Reliance (9th grade)
- Critical Response and Stance (10th grade)
- Transformational Thinking (11th grade)
- Leadership Qualities (12th grade)

English Language Arts Grade 10 Goal Statement

The goal for English Language Arts 10 is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English Language Arts 10, students will add to the list of various genres of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school. Tenth graders will connect with and respond to texts through critical response and stance. They will learn to evaluate for validity and quality, to balance and expand their perspectives promoting empathy, social action and appropriate use of power. Critical Response and Stance offers students the lens to assess and modify their beliefs, views of the world, and how they have power to impact them.

High School English Language Arts Unit Framework for Grades 9-12

Michigan teachers designed the thematic units of instruction to meet all of the English Language Arts High School Content Expectations. Using the framework of common features and the models as guides, our teachers will develop their own thematic units of instruction.

The units use complex anchor and linking texts to teach the content expectations and to make connections that lead to the dispositions: Inter-Relationships and Self-Reliance, Critical Response and Stance, Transformational Thinking, and Leadership Qualities.

The units are designed to take advantage of what each text offers for meeting the expectations, including opportunities for direct instruction of text characteristics and features, reading and writing strategies, critical thinking, building of historical background knowledge, and On-Going Literacy Development including vocabulary and grammar.

The framework includes:

- Themes, Dispositions and Essential Questions
- Literary Genre Focus/Anchor Texts, Linking Texts
- Literary Analysis and Genre study
- Reading, Listening, Viewing Strategies and Activities
- Writing, Speaking, Expressing Strategies and Activities
- On-Going Literacy Development

Why Make American Literature the Focus of English 10?

The English department has discussed and debated this question for months. We finally made the decision to move American literature from the eleventh grade to the tenth grade based on the following criteria:

- U.S. history has been moved from the tenth to the ninth grade. Therefore, students will have just completed U.S. history and should have the background information needed to understand the cultural and historical influences on American literature.
- Currently, English 10 is a survey class. However, many of the pieces we teach at that level are American literature. Giving the class an American literature focus will provide more purpose and continuity to the course, tying pieces and themes together in a more powerful way.
- While pieces of British literature have been incorporated into the ninth and tenth grade curriculum, we have no comprehensive British literature course. As British literature forms the foundations of most of what we read and view, many of us feel that a course of this nature should be added to the curriculum. We feel that this would best fit at the junior year, since the material will be more difficult than American literature, and since the rigor of this curriculum will better fit with preparation for the ACT in the spring.
- The state models and Macomb instructional units show American literature at the tenth grade and British literature at the eleventh grade. Complying with this allows us to take full advantage of these extensive resources.
- Many area schools currently teach American literature at the tenth grade. This tells us it can be done at this level, and done well. Furthermore, it should better enable all transfer students to experience a smoother transfer from one school to another.

10TH GRADE: CRITICAL RESPONSE AND STANCE (with an American Literature focus)

Anchor Texts:

- *The Crucible* (Arthur Miller)
- *Of Mice and Men* (John Steinbeck)
- *The Adventures of Huckleberry Finn* (Mark Twain) and *Narrative of the Life of Frederick Douglass* (Frederick Douglass)
- *The Great Gatsby* (F. Scott Fitzgerald) and *The Catcher in the Rye* (J.D. Salinger)

Possible Linking Texts:

- *Tuesdays with Morrie* (Mitch Album)
- *A Raisin in the Sun* (Lorraine Hansberry)
- *A Farewell to Arms* (Ernest Hemingway)
- *Montana 1948* (Larry Watson)
- *Nothing But the Truth* (Avi)

11TH GRADE: TRANSFORMATIONAL THINKING (with a British Literature focus)

Anchor Texts:

- *Beowulf* (author unknown) and *The Canterbury Tales* (Geoffrey Chaucer)
- *Frankenstein* (Mary Shelley)
- *Lord of the Flies* (William Golding)
- *Hamlet* (William Shakespeare)

Possible Linking Texts:

- *Julius Caesar* and *Macbeth* (William Shakespeare)
- *A Tale of Two Cities* (Charles Dickens)
- *The Tenth Man* (Graham Greene)

12TH GRADE: LEADERSHIP (with a World Literature focus)

Anchor & Linking Texts:

- *1984* (George Orwell) and *Animal Farm* (George Orwell)
- *King Lear* (William Shakespeare)
- *Antigone* (Sophocles; play by Jean Anouilh) and *The Oedipus Plays* (Sophocles)
- *Siddhartha* (Herman Hesse)
- *Things Fall Apart* (Chinua Achebe) and *Their Eyes Were Watching God* (Zora Neale Hurston)
- *All Quiet on the Western Front* (Erich Maria Remarque)
- *The Grapes of Wrath* (John Steinbeck)
- *The Good Earth* (Pearl S. Buck)
- *A Lesson Before Dying* (Ernest J. Gaines)

Model Unit Outline for Grade 10 ELA
DISPOSITION: CRITICAL RESPONSE AND STANCE
FOCUS: AMERICAN LITERATURE

MODEL UNIT 10.1: AMERICAN POST WORLD WAR II DRAMA

Genre/Period

historical drama, political allegory, American Colonial poetry, American Renaissance poetry and essays, Romanticism, Post World War II drama, magazine article, media clip, biography and autobiography, persuasive essay, literary critique

Focus/Big Ideas

power of the individual, individual vs. Government or religious authority, individuals as members of a community, willingness to make sacrifices for the truth, dealing with powerful accusers, Puritanism, resentment, hysteria, hypocrisy

MODEL UNIT 10.2: CONTEMPORARY REALISTIC FICTION, NOVEL, SATIRE

Genre/Period

novel, American Renaissance literature, Romanticism, Transcendentalism, Realism, Naturalism, Picaresque genre, satire, historical fiction, author study of Mark Twain, editorial, news article, critical analysis essay, feature video, political cartoons, satire in the media, literary nonfiction

Focus/Big Ideas

integrity, discovering the truth, courage, freedom, nobility, satire, American culture in the mid-1800s, forces of change, and democratic theories of life, liberty, and the pursuit of happiness.

MODEL UNIT 10.3: CONTEMPORARY REALISTIC FICTION, PROTEST WRITING AND THE GREAT DEPRESSION

Genre/Period

novel, memoir, drama, movie, poetry, music lyrics, Literary Modernism, political and social protest writing, author study of John Steinbeck, informational articles, essays, speech, business proposal

Focus/Big Ideas

relationships, balance, mutualism, the New Deal, the Great Depression, social justice

MODEL UNIT 10.4: HARLEM RENAISSANCE AND POST WORLD WAR II AMERICAN DRAMA

Genre/Period

drama, movie script, poetry, Harlem Renaissance literature, author study of Langston Hughes, self-help, informational text, speech, primary source material, internet postings

Focus/Big Ideas

dreams, vision, stereotyping, human motivation, social equality, fighting racial discrimination, importance of family