English 10:

Grade Level:	10
Length:	1 Year
Period(s) Per Day:	1

ESSENTIAL UNDERSTANDING:

The goal of English 10 is to continue the process begun in English 9 - to enable students to achieve greater skill in reading, writing, and thinking. Practice in reading and writing, language usage, grammar, and vocabulary will be offered. Materials used include a *McGraw Hill Literature* anthology, novels, and plays. Novels for this class include: *Of Mice and Men*, *To Kill a Mockingbird,* and *A River Runs Through It*.

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Course Objectives and Expectations:

1.) Journal writing

2.) Reading (oral and silent)

3.) Class discussions

4.) Essay writing (at least one major essay per unit along with numerous other short writing assignments)

5.) Small group activities

6.) Oral presentations

Student Objectives:

Upon completion of English Ten, students will:

1.) Understand and respond to various forms of literature

2.) Practice and understand various forms of discourse

3.) Review and apply correct English usage

4.) Understand literary terms (theme, satire, irony, plot, etc.) and be able to use literary terms to evaluate literature

5.) Write papers supporting statements with concrete evidence based on both experiences and literature

Pacing Guide:

Rough Course Outline:

Weeks 1-4

1. The Power of Language [where do stories come from/why do they matter?] (theme)
    a. Origin Stories (IEFA)
    b. A Beginning of Human Thought
    c. Elements of Fiction
    d. (Short Stories/Myths/Legends)
2. Pre-Writing Assessment
3. Review persuasive essay structure
4. Vocabulary

Weeks 5-10

1. The Power of Language [progress and conflict] (theme)
2. Short Stories (Elements of Fiction)
3. Novel – *Of Mice and Men*
4. Expository writing (Persuasive Essay)
5. Elements of Fiction Review
6. Vocabulary
7. 1st Qtr. Test & Writing Assessment

Weeks 11-14

1. Moving Forward [the times they are a changing] (theme)
    a. Poetry Unit – A Voice of Protest
    b. Elements of Poetry
2. Argumentative writing
3. Vocabulary

Weeks 15-18

1. Moving Forward [acceptance & diversity] (theme)
2. MLA Citation – Essay Structure
3. *The Boys Next Door*
4. The Elements of Drama
5. Vocabulary
6. Semester One Final Exam

Weeks 19-22

1. The Persistence of Memories [pride] (theme)
    a. Drama Unit
    b. A Midsummer Night's Dream
    c. Antigone
2. Expository Writing
3. Novel - *To Kill a Mockingbird*
4. Vocabulary

Weeks 23-27

1. The Ties that Bind [tragic heroes] (theme)
2. Novel (*A River Runs Through It*)
3. Vocabulary

Weeks 28-32

1. Chopped, Stirred, and Blended [social protest] (theme)
2. Grammar
3. Argumentative Writing
    a. MLA Citation / Organization
4. Allegory – *The Crucible* (Review Drama Elements)
5. Vocabulary

Weeks 33-36

1. Chopped, Stirred, and Blended [anti-Semitism/hate] (theme)
2. Memoir – *Night*
3. Final Writing Assessment
4. Vocabulary
5. Semester Two Final Exam

Pacing Guide (semester):

Semester One:

Vocabulary
Grammar
Short Stories: "The Masque of the Red Death" by Edgar Allan Poe; "The Monkey's Paw" by W.W. Jacobs; "The Open Window" by Saki; "By the Waters of Babylon" by Stephen Vincent Benet
Persuasive/argumentative essay writing
Narrative (journal) writing
Novels: *Of Mice and Men* by John Steinbeck*, Anthem* by Ayn Rand
Plays: *The Boys Next Door* by Tom Griffin, *God's Favorite* by Neil Simon
Poetry

Semester Two:

Vocabulary
Grammar
Persuasive/argumentative essay writing
A Midsummer Night's Dream by William Shakespeare
Informational texts related to *A Midsummer Night's Dream*
Novel: *To Kill a Mockingbird* by Harper Lee
Narrative (essay) writing
Play: *The Crucible* by Arthur Miller
Novel: *All Quiet on the Western Front* by Erich Maria Remarque
Memoir: *Night* by Elie Wiesel

Montana Content Standards

RI.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, including determining where the text leaves matters uncertain.

RI.9- 10.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.9- 10.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, cultures, or events interact and develop over the course of the text. Craft and Structure

RI.9- 10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts legal and political relationship).

RI.9- 10.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.9- 10.6 Determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI.9- 10.8 Delineate and evaluate the reasoning in seminal U.S. texts including those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises,

purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses, American Indian policies).

RI.9- 10.9 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, how a later author draws on a play by Shakespeare, or how American Indian stories and oral histories appear in contemporary works, such as James Welch's Fools Crow, where the author retells the Pikuni traditional story, "Star Boy.")

RI.9- 10.10 By the end of grade 10, read and comprehend literary nonfiction in the grades 10–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

W.9-10.9 Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

W.9-10.9.a Apply grades 9–10 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

W.9-10.9.b Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses, American Indian Policies]”).

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.

SL.9-10.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1.b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.9-10.1.c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.9-10.1.d Respond thoughtfully to diverse perspectives, with specific attention to culture; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions

when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.9-10.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

L.9-10.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.9-10.1.b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

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

L.9-10.2.a Observe hyphenation conventions.

L.9-10.3 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.

L.9-10.3.a Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies, recognizing the role culture plays in the development of language.

L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9-10.5.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

L.9-10.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

L.9-10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

L.9-10.5.a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.9-10.5.b Analyze nuances in the meaning of words with similar denotations.

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.

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1.a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.9-10.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.9-10.1.c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented.

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.

W.9-10.2.a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.9-10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |

W.9-10.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9-10.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.9-10.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9-10.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Production and Distribution of Writing

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

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.

W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Resources

Textbook:

Studysync: Grade Ten (McGraw Hill)

Supplemented Short Stories:

"Hop Frog"
"The Pedestrian"
"This is what it means to say Phoenix, Arizona"

Novels:

Of Mice and Men
Anthem
All Quiet on the Western Front
A River Runs Through It
Pretty-shield: Medicine Woman of the Crows
To Kill a Mockingbird
Night

Dramas:

The Boys Next Door
The Crucible
Julius Caesar
Antigone
God's Favorite
A Midsummer Night's Dream

Support Texts:

The Lively Art of Writing
Warriner's Grammar and Composition: Third Course

Films/Videos:

Of Mice and Men
The Crucible

A River Runs Through It
The Tragedy of Julius Caesar
All Quiet on the Western Front
"The Monkey's Paw" *The Simpsons*
The Boys Next Door
Smoke Signals
Dead Poets Society
Julius Caesar
To Kill a Mockingbird
The Village
A Midsummer Night's Dream

YouTube Videos:

"Word Crimes"

Articles:

"Too Dumb for Complex Text