

**Course Description**

This course examines a variety of literary works chosen because they are intellectually demanding and, consequently, promote improvements in reading comprehension skills and improved vocabulary. Julius Caesar, A Tale of Two Cities, Lord of the Flies, and Night, as well as other significant works, are studied. The genres of the short story, poetry, and nonfiction are also included as study units. Students are also encouraged to write, direct, and act in their own dramatic creations and present an informative or persuasive speech. Writing expository papers is required with frequent assignments of varying length. Critical and persuasive papers are assigned that require MLA documentation of online and textual sources. Grammar and usage units are reviewed and studied during the year, and independent reading assignments are required. Students in this course are expected to demonstrate a consistent work ethic, an aptitude for literary analysis, and a desire to improve their writing skills through challenging assignments.

Grade Ten offers students the opportunity to take 10 – CP or 10 – H. Both classes are college preparatory; placement is determined by performance in Grade 9. Teachers consider differentiating factors when recommending placement; differentiating factors include the pace of delivery, the complexity of assessments, and expectations for independent study.

**Study Habits Required for Success:**

1. Close reading of texts: Please expect 25 minutes of quiet home reading time 4 nights per week for CP students and 30-40 for Honors students, 5 nights per week. Distraction (social media) free.
2. Utilize the steps of the writing process: building a knowledge base, brainstorming, outlining, drafting, peer editing, and finalizing.
3. As a college readiness tool, students should have Grammarly on all publishing applications.
4. Annotate/passage map texts for ease of analysis.
5. Stay after with the teacher to ensure expectations prior to submitting a draft.
6. Split Membean minutes to meet weekly deadlines.
7. Download audiobooks to re-engage attention with text.



### Content Standards, Materials, Student Products

#### Curriculum Frameworks - Grade 10 English Language Arts

The Massachusetts Department of Elementary and Secondary Education (DESE) identifies six key knowledge and academic skills for English language arts students. In accordance, each term HHS Grade 10 students will:

#### **DESE#1: Read complex texts independently.**

- a. *Night*
- b. *Julius Caesar*
- c. *Frankenstein*
- d. *MacBeth*
- e. *A Tale of Two Cities*
- f. *A Raisin in the Sun*
- g. *Antigone*
- h. *Medea*
- i. *Lord of the Flies*
- j. *The Alchemist*
- k. Shea, Golden, and Balla: Advanced Language and Literature
- l. Uncharted Territory
- m. Norton Anthology
- n. HHS Reads Selections

#### **DESE #2: Writes effectively using and/or analyzing sources.**

- a. Argumentative Essay
- b. Narrative Writing
- c. Expository Essay
- d. Presentation Notes
- e. Speech (2)
- f. Annotated Bibliography

#### **DESE #3: Builds and presents knowledge after conducting research.**

- a. 10 Slide / 5 source Literary Analysis with presentation notes
- b. Three minute speech defending a theme/language inclusive thesis about an element of a literary work
- c. Genre Study: Three page research paper presenting tenants of a literary genre
- d. Multiple 400 word thesis defending analysis papers

#### **DESE #4: Uses context to determine meaning or words and phrases.**

- a. Annotates poetry and prose with a focus on diction, syntax, and rhetoric.
- b. Participates in “why the word?” conversations in class.
- c. Moves at pace with Membean.
- d. Consideration of cultural and historical language context in language study.
- e. Reads literary criticism with an attention to mature and nuanced vocabulary

#### **DESE #5: Can identify, assess, interpret, describe, analyze, and explain matters of “civic” life.**

- a. Reads fiction and nonfiction with maturity and respect.
- b. Considers author’s tone when analyzing literature
- c. Makes connections between fictional characters and circumstances to real world experiences/civic circumstances.

#### **DESE #6: Have the capacity to listen and the ability to communicate in ways that are accessible to others.**

- a. Participates in conversations of contrasting views with maturity and respect.
- b. Listens to peer and teacher perspectives, even those in opposition to their own, and formulates a thoughtful response.
- c. Modulates their own verbal delivery dependent upon audience needs.



Subject: English 10 – H

Units	Essential Questions
<b>Short Story</b>	<ul style="list-style-type: none"> <li>▪ Why are reading strategies important?</li> <li>▪ What are readers thinking about as they read?</li> <li>▪ What can a reader do when they don't understand?</li> <li>▪ How does historical context affect what the reader learns about the story?</li> <li>▪ How does an author use the elements of literature to convey a theme?</li> </ul>
<b>Drama</b>	<ul style="list-style-type: none"> <li>▪ How does culture affect drama through history?</li> <li>▪ How does drama bridge cultural diversity?</li> <li>▪ How have the events in history molded drama?</li> </ul>
<b>Fiction</b>	<ul style="list-style-type: none"> <li>▪ How do readers reflect and respond?</li> <li>▪ What connections do readers make?</li> <li>▪ How might being able to recognize literary features help in appreciating literature?</li> </ul>
<b>Non-Fiction</b>	<ul style="list-style-type: none"> <li>▪ How is information organized?</li> <li>▪ Why is information organized in different ways?</li> </ul>
<b>Poetry</b>	<ul style="list-style-type: none"> <li>▪ What role does format have on poetry?</li> <li>▪ Do poetic devices help convey meaning?</li> <li>▪ Can poets compromise meaning for style? Or style for meaning?</li> <li>▪ How has poetry evolved over time?</li> </ul>
<b>Argumentative Writing</b>	<ul style="list-style-type: none"> <li>▪ How does the audience influence the format of your writing?</li> <li>▪ How does the purpose influence the format of your writing?</li> </ul>
<b>Narrative Writing</b>	<ul style="list-style-type: none"> <li>▪ Why do we write?</li> <li>▪ How is your style of writing influenced by purpose?</li> <li>▪ What is the importance of sharing?</li> </ul>
<b>Expository Writing</b>	<ul style="list-style-type: none"> <li>▪ How do we evaluate writing?</li> <li>▪ How can we use evaluation and reflection to improve our writing?</li> </ul>



Units	Essential Questions
<b>Presentations</b>	<ul style="list-style-type: none"> <li>▪ How do we fix common habits that we commit as public speakers which can be distracting to an audience?</li> <li>▪ What type of speech presentation approach is best for me and the situation?</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>▪ How does speaking clearly at an understandable pace help me and others understand my point?</li> <li>▪ How does listening to peers help me become a more fluent reader and speaker?</li> <li>▪ How does speaking and listening allow me to expand/shape my understanding of literature and the world?</li> </ul>
<b>Civics Real World Connections</b>	<ul style="list-style-type: none"> <li>▪ What are the consequences if I do not accept my personal responsibilities to my community?</li> <li>▪ How do my actions impact others in my community?</li> <li>▪ How can I better understand others in my community and beyond?</li> <li>▪ How can I impact social change?</li> </ul>
<b>Vocabulary and Grammar</b>	<ul style="list-style-type: none"> <li>▪ What is the purpose of applying grammar and mechanics skills?</li> <li>▪ What is the purpose of communication?</li> <li>▪ Where do words or phrases come from?</li> <li>▪ How does word choice affect meaning?</li> </ul>