

ENGLISH COURSE SYLLABUS

Course Title: English 10

Department: English

Primary Course Materials:

Unit One: The Flawed Character

Drama (Required):

Oedipus The King	Sophocles
Julius Caesar	Shakespeare
All My Sons or Death of a Salesman	Miller

Drama (Optional):

Antigone	Sophocles
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Unit Two: Loss of Innocence

Novel (At Least Two):

A Separate Peace	John Knowles
Ellen Foster	Kaye Gibbons
The Catcher in the Rye	J.D. Salinger
Flowers for Algernon	Daniel Keyes
Lord of the Flies	William Golding
The Center of Everything	Laura Moriarty

Unit Three: Poetry

Text: Sound and Sense, 8th Edition Perrine and Arp

Suggested Poems (Optional):

Shakespeare's Sonnets (as chosen by teacher)
"Richard Corey" Edwin Arlington Robinson
"Base Details" Sigfried Sassoon
"The Man He Killed" Thomas Hardy
"There's been a death in the opposite house" Emily Dickinson
"Death Be Not Proud" John Donne
"The Unknown Citizen" W.H. Auden
"A Tuft of Kelp" Herman Melville
"The Waking" Theodore Roethke
"Stopping by Woods on a Snowy Evening" Robert Frost
"Race Politics" Luis Rodriguez
"The Calling" Luis Rodriguez
"Like You" Roque Dalton
Others chosen by the teacher

Unit Four: Vocabulary (ongoing)

Text: Vocabulary Workshop, Level E

Unit Five: MCAS Preparation (ongoing)

Text: Mastering the MCAS in English Language Arts, Grade 10
Previous tests printed from the DOE website

Course Description:

This course focuses on the ways in which writers who represent a variety of time periods and cultures use various genres to explore two aspects of the human experience- human fallibility and potential for heroism, and human loss of innocence and reaction to this loss. Readings are reinforced and supplemented with films and audio performances. Students respond actively to their reading and explore these aspects of the human experience through writing, class discussion, and oral as well as written projects.

Student skill development is fostered by reading, writing, and oral activities that relate to the literature being studied. Students work individually, in pairs, in small groups, and in teacher conferences to continue their development of reading and writing skills and to increase their understanding and appreciation of literature.

Preparation for the MCAS exam is also integrated into the curriculum. Students are asked to respond to the texts they are reading in open response as well as long composition form. Through their daily examination of and responses to literature, students build the skills necessary for the MCAS exam. Students are also provided with strategies for approaching multiple choice questions and important test taking tips.

Over the course of the semester students will explore human nature through literature as they closely examine the strengths, flaws, struggles, growth, and transformation of various characters. This analysis will help students to think deeply about the characters and themes present in literature in order to make real life connections and further develop critical thinking skills.

Essential Questions:

1. How do writers from diverse times and cultures view the human experience, specifically human fallibility, potential for heroism, and reaction to the inevitable loss of innocence?
2. How do writers use literary techniques and conventions to create characters, tell stories, and convey meaning?
3. What connections can students make with the themes present in the literature which they read?
4. How can students use the connections they make in order to make sense of their lives and experiences as well as the society in which they live?

Course Objectives:

Students will:

1. Read, write, and communicate effectively.
2. Read a rich variety of literary works, including fiction, poetry, drama, and non fiction.
3. Relate these literary works to human aspirations and life experiences.
4. Analyze the implications of literary works, and communicate them through speaking, writing, artistic, and other means of expression.
5. Analyze, interpret, and evaluate information.
6. Make reasoned inferences and construct logical arguments.
7. Further develop critical thinking skills.

Common Goals:

Thinking and Communicating

- 1) Read information critically to develop understanding of concepts, topics and issues.
- 2) Write clearly, factually, persuasively and creatively in Standard English.
- 3) Speak clearly, factually, persuasively and creatively in Standard English.

- 4) Use computers and other technologies to obtain, organize and communicate information and to solve problems.
- 5) Conduct research to interpret issues or solve complex problems using a variety of data and information sources.

Gain and Apply Knowledge in and across the Disciplines

- 6) Gain and Apply Knowledge in:
 - a) Literature and Language
 - b) Mathematics
 - c) Science and Technology
 - d) Social Studies, History and Geography
 - e) Visual and Performing Arts
 - f) Health and Physical Education

Work and Contribute

- 7) Demonstrate personal responsibility for planning one's future academic and career options.
- 8) Participate in a school or community service activity.
- 9) Develop informed opinions about current economic, environmental, political and social issues affecting Massachusetts, the United States and the world and understand how citizens can participate in the political and legal system to affect improvements in these areas.

Learning Standards from the Massachusetts Curriculum Framework:

A chart is attached identifying which of the standards from the Massachusetts Curriculum Frameworks will be assessed in this course.

Additional Learning Objectives Beyond the Curriculum Framework:

Twenty First Century Skills

- personalizing instruction
- engaging students in cross disciplinary learning
- engaging students as active and self directed learners
- emphasizing inquiry, problem solving and higher order thinking
- applying knowledge and skills in authentic tasks
- engaging students in self assessment and reflection
- integrating technology

Content Outline:

A. Unit One: The Flawed Character

Dramatic Form and Theme

1. The structure of tragedy

Greek drama

Shakespeare

20th century America/American Dream

2. The tragic hero

Aristotle's definition

Sophocles' Oedipus

Shakespeare's Brutus and Caesar

Miller's Joe Keller

3. Tragic themes of lust for power, unbridled ambition, and denial of the truth as presented by three playwrights separated by time and culture.

Dramatist's tools

4. **Dramatic conventions-** soliloquy, foreshadowing, dramatic irony, tragic irony, situational irony, verbal irony
5. **Rhetorical Devices-** allusion, analogy, antithesis, irony, quotations, rhetorical questions, observation, statistics, comparison, expert testimony, demonstration, analysis, paradox, voice, and tone.

Writing and Speaking- Response to Literature

(Required)

1. **The Persuasive Presentation-**
e.g., Using Mark Antony's speech as a model, write and deliver a persuasive speech or other presentation, such as a television commercial, campaign poster, or radio ad.
2. **The analytical essay/ internal evidence essay**
e.g., Examine Joe Keller's hubris as a cause of his downfall in *All My Sons*
e.g., Explain how (Brutus, Caesar, or Oedipus) can be considered a tragic hero.

(Optional)

1. **Dramatic Writing**
e.g., Select an important passage from the play and translate it into modern language. Then, give a dramatic reading of the scene in its original language followed by your translation and analysis of why the scene you selected is important to the play as a whole.
2. **Persuasive News Writing**
e.g., Slant the news by writing two newspaper articles, one favorable and one unfavorable, reporting the death of a major character.

B. Unit Two: Loss of Innocence

Exploring Themes

1. **Human in conflict**
2. **Growing up- gain and loss**
3. **The complex nature of friendship**
4. **Society and the individual**

The Novelist's Tools

1. **Use of narrative tools**
 - a. coming of age as a story type
 - b. the framed story
 - c. point of view
 - d. setting
2. **Metaphor and symbolism as keys to meaning**
3. **Allusion as a key to meaning**

Writing and Speaking- Response to Literature

(Choose at least 2)

1. **Writing from an alternate point of view**
e.g., Write a major scene in *A Separate Peace* from the point of view of another character involved in the scene.
2. **The analytical essay/internal evidence essay**
e.g., Examine the importance of symbolism in *The Catcher in the Rye*
3. **Writing the comparison/contrast essay**
e.g., Compare and contrast the reactions to loss of innocence and the resulting outlook on the world of Ellen Foster and Holden Caulfield.
4. **Exploring point of view**

e.g., Select a scene from *The Catcher in the Rye* and analyze how the tone and conflict of the scene change when we look only at Holden's outer words and actions as opposed to when we also consider his inner thoughts and feelings.

(Optional)

1. Writing in alternative prose modes
e.g., Create a school newspaper for the boys at the Devon School capturing the important events in *A Separate Peace*.
2. Taking on a character's voice
e.g., Choose a day or an event in your life and write about it in the voice of Holden Caulfield.

C. Unit Three: Poetry

Structure, Sound, and Sense of Poetry

1. Definition of poetry
 - a. Guidelines for reading and understanding
 - b. Meaning and idea
2. Poetic Devices
 - a. Imagery
 - b. Denotation/Connotation
 - c. Tone
 - d. Figurative language- simile, metaphor, personification, apostrophe, symbol, paradox, hyperbole, irony, allusion, understatement.
3. Structure and patterns
 - a. Stanza
 - b. Couplet
 - c. Free verse
 - d. Blank verse
 - e. Lyric Poetry
 - f. Narrative poetry
 - g. Dramatic poetry
 - h. Ballads
 - i. The sonnet- English (Shakespearean)
4. Musical Devices
 - a. Rhyme schemes
 - b. Rhythm
 - c. Meter
 - d. Iambic Pentameter
 - e. Various metric forms

Writing/Speaking- Response to Poetry

(Required)

1. Paraphrase and analyze the meaning of poems
2. Scan Poems
3. Recite poems- either student written or other
4. Students will write poems using various poetic devices and figures of speech and/or original poems which mimic a certain form, theme, or idea.
5. Written analysis of important aspects of poems.

(Optional)

1. Research project that requires the creation of a poetry anthology consisting of poems with similar themes by a variety of poets.
2. "Poetry Out Loud" project that requires students to select a favorite poem, research the

author, analyze the poem, explain why they selected the poem as their favorite, and recite their poem for the class.

D. Unit Four: Vocabulary on going unit using Vocabulary Workshop, Level E

- 1. Weekly vocabulary quizzes**
- 2. Vocabulary review exercises and games**

F. Unit Five: MCAS Preparation on going unit

- 1. Open response strategies and practice**
- 2. Long composition strategies and practice**
- 3. Multiple choice strategies and practice**
- 4. Test taking tips and strategies**
- 5. Practice tests from previous years**

Learning Standards from the Massachusetts Curriculum Framework:

Language Strand		
<input checked="" type="checkbox"/>	Standard 1: Discussion	Students will use agreed-upon rules for informal and formal discussions in small and large groups.
<input checked="" type="checkbox"/>	Standard 2: Questioning, Listening, and Contributing	Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.
<input checked="" type="checkbox"/>	Standard 3: Oral Presentation	Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
<input checked="" type="checkbox"/>	Standard 4: Vocabulary and Concept Development	Students will understand and acquire new vocabulary and use it correctly in reading and writing.
<input checked="" type="checkbox"/>	Standard 5: Structure and Origins of Modern English	Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.
<input checked="" type="checkbox"/>	Standard 6: Formal and Informal English	Students will describe, analyze, and use appropriately formal and informal English.
Reading and Literature Strand		
<input type="checkbox"/>	Standard 7: Beginning Reading	Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.
<input checked="" type="checkbox"/>	Standard 8: Understanding a Text	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
<input checked="" type="checkbox"/>	Standard 9: Making Connections	Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.
<input checked="" type="checkbox"/>	Standard 10: Genre	Students will identify, analyze, and apply knowledge of the characteristics of different genres.
<input checked="" type="checkbox"/>	Standard 11: Theme	Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 12: Fiction	Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 13: Nonfiction	Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 14: Poetry	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 15: Style and Language	Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 16: Myth, Traditional Narrative, and Classical Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

Reading and Literature Strand(cont'd)		
<input checked="" type="checkbox"/>	Standard 17: Dramatic Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 18: Dramatic Reading and Performance	Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.
Composition Strand		
<input checked="" type="checkbox"/>	Standard 19: Writing	Students will write with a clear focus, coherent organization, and sufficient detail.
<input checked="" type="checkbox"/>	Standard 20: Consideration of Audience and Purpose	Students will write for different audiences and purposes.
<input checked="" type="checkbox"/>	Standard 21: Revising	Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.
<input checked="" type="checkbox"/>	Standard 22: Standard English Conventions	Students will use knowledge of standard English conventions in their writing, revising, and editing.
<input checked="" type="checkbox"/>	Standard 23: Organizing Ideas in Writing	Students will organize ideas in writing in a way that makes sense for their purpose.
<input checked="" type="checkbox"/>	Standard 24: Research	Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.
<input checked="" type="checkbox"/>	Standard 25: Evaluating Writing and Presentations	Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.
Media Strand		
<input checked="" type="checkbox"/>	Standard 26: Analysis of Media	Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding.
<input checked="" type="checkbox"/>	Standard 27: Media Production	Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.