



## English 10 Course Syllabus

### Course Description:

This English course will extend students' knowledge and build upon the basic elements of literature, will show an understanding of the story structure, and will learn what it means to be an active reader rather than a passive reader. Students will gain a deep understanding of the literature that they read and analyze through the author's purpose, figurative language, plot, and narrative structure, character analysis and theme. Students will read, analyze, and write about both fiction and non-fiction selections. This course will cover narrative, argumentative, literary analysis, and expository writing styles. Students will have the ability to analyze and understand different forms of literature, to transform source material. They will read twelve full length works throughout this course.

Part 1: 5 credit hours

Part 2: 5 credit hours

### Course Outline

#### Unit 1. The Novel

- 1.1 Critical Thinking
- 1.2 Questions
- 1.3 Predictions
- 1.4 Connections- Finding the Theme
- 1.5 Inferences
- 1.6 Summarizing
- 1.7 *Don Quixote*- Miguel de Cervantes

#### Unit 2. Formal and Informal Writing

- 2.1 Active Reading
- 2.2 Author's Purpose
- 2.3 Formal vs. Informal
- 2.4 Author's Style
- 2.5 *A Farewell to Arms*- Ernest Hemingway
- 2.6 Mood & Tone
- 2.7 Sequences

### Common Core Standards (CA)

#### English 10, Part 1

##### In this unit:

Students will read the novel '*Don Quixote*' and will be asked to practice skills with the novel. They will begin the process of practice and using skills that include critical thinking, questioning the text, predictions, finding the theme, inferences and summarizing.

(RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.10, W.9-10.2A, W.9-10.2B, W.9-10.2C, W.9-10.2D, W.9-10.2E, W.9-10.2F, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9, W.9-10.10, SL.9-10.2, SL.9-10.5, L.9-10.1A, L.9-10.1B, L.9-10.2.C, L.9-10.5, L.9-10.6)

##### In this unit

Students will learn about active reading, what it is and ways of using active reading techniques and skills to further their reading and learning experiences. They will learn and develop reading skills and will use these skills in further learning modules. Students will also be introduced to formal and informal styles of writing, how to determine what style to use and the best practices of each. Various writing techniques including author style, mood, tone and sequences will be discussed. They will be introduced to Ernest Hemingway's writing style and voice to further enhance their studies of writing techniques.

(RL.9-10.1, RL.9-10.2, RL.9-10.5, RL.9-10.10, RI.9-10.2, RI.9-10.7, RI.9-10.10, W.9-10.3A, W.9-10.3B, W.9-10.3C, W.9-10.3D, W.9-10.3E, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.10, SL.9-10.2, SL.9-10.4, SL.9-10.5, L.9-10.1A, L.9-10.1B, L.9-10.2B, L.9-10.2C, L.9-10.6)

### Unit 3. Non Fiction

- 3.1 Making Connections
- 3.2 Taking Notes While Reading
- 3.3 *Tricoteuses: Knitting During the Reign of Terror*- Geri Walton
- 3.4 How to Think Critically
- 3.5 Critical Reading
- 3.6 The Topic, Main Idea, & Supporting Details
- 3.7 The Implied Main Idea
- 3.8 Inferences and Conclusions
- 3.9 Analyzing the Message
- 3.10 *Hiroshima*- John Hersey

### Unit 4. Analyzing Word Meaning

- 4.1 *The Interlopers*- Saki
- 4.2 Defining Words Without a Dictionary
- 4.3 More Context Clues
- 4.4 Root Words
- 4.5 Prefixes
- 4.6 Suffixes
- 4.7 *The Lady or the Tiger*- Frank R. Stockton

### Unit 5. Poetry

- 5.1 Types of Poetry
- 5.2 Literary Devices
- 5.3 Figurative Language
- 5.4 *The Odyssey*- Homer
- 5.5 Denotation and Connotation- Definitions and Examples
- 5.6 Elements of Poetry

#### **In this unit:**

Students will read a non-fiction text. The students will use this text and begin the study of reading comprehension and critical thinking, as well as the main idea and the implied main idea. They will learn what critical thinking is, how it is used and the importance of developing great critical thinking skills.

(RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.9, RI.9-10.10, W.9-10.2A, W.9-10.2B, W.9-10.2C, W.9-10.2D, W.9-10.2E, W.9-10.2F, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.8, W.9-10.9, W.9-10.10, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.5, SL.9-10.6, L.9-10.1, L.9-10.2.C, L.9-10.3, L.9-10.6)

#### **In this unit:**

Students will be reading two short stories that are both age and grade appropriate. Students will use these short stories to further develop their reading comprehension and critical thinking skills, along with literary analysis. This unit will introduce students to prefixes, suffixes and root words. By learning to break down words into these three categories, students will learn how to define words without a dictionary. Along with root words, prefixes and suffixes, student will learn how to define words by using various context clues within a reading selection.

(RL.9-10.1, RL.9-10.4, RL.9-10.10, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.10, W.9-10.4, W.9-10.5, W.9-10.8, W.9-10.9, SL.9-10.2, SL.9-10.4, SL.9-10.5, L.9-10.1.B, L.9-10.2.C, L.9-10.4, L.9-10.5, L.9-10.6)

#### **In this unit:**

Students will continue learning about various types of writing genre, this unit will introduce students to poetry. Students will learn about various types of literary devices such as hyperboles, allegories and metaphors and the reasons why knowing various types of literary devices are important. Students will begin looking at figurative language, denotation, and connotation. To further enhance their knowledge of poetry, students will look at the elements of poetry, the types, styles and usage of this writing genre.

(RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.10, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.10, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9, W.9-10.10, SL.9-10.2, SL.9-10.5, L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.5, L.9-10.6)

## Course Outline

## Common Core Standards (CA)

### English 10, Part 2

#### Unit 1. Genres and Types of Literature

- 1.1 Defining a Genre
- 1.2 Text Structures
- 1.3 Predictions
- 1.4 Diving Deeper into Science Fiction
- 1.5 *Fahrenheit 451*- Ray Bradbury
- 1.6 How to Write a Narrative
- 1.7 Grammar Review- Run on Sentences and Comma Splices

##### **In this unit:**

We will introduce students to the various types of genres, what they are, and their literary qualities. For this course, the genre chosen for further study is Science Fiction. This is a perfect genre to illuminate author choices and show how authors can bend, break, and reimagine things, as well as the structure of literature. This unit will also include a more in-depth discussion and study of Science Fiction, its popularity in mainstream literature and the pros/cons of writing Fiction Plots. It will also show the students how to write a narrative and go over run on sentences and comma splices.

(RL.9-10.1, RL.9-10.2, RL.9-10.3, RL. 9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.7, RL.9-10.9, RL.9-10.10, RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.7, RI.9-10.10, W.9-10.2, W.9-10.2.A, W.9-10.2.B, W.9-10.2.C, W. 9-10.2.D, W.9-10.2.E, W.9-10.2.F, .W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W. 9-10.9, W.9-10.10, SL 10.1, SL.9-10.2, SL. 9-10.4, SL.9-10.5, L.9-10.1, L.9-10.2, L. 9-10.3, L.9-10.4, L.9-10.5, L.9-10.6)

#### Unit 2. Summarizing, Quoting, & Paraphrasing

- 2.1 Introduction to Summary Writing
- 2.2 Summarizing, Quoting, And Paraphrasing
- 2.3 In-Text Citations
- 2.4 Summarizing Non Fiction
- 2.5 Grammar Review- Sentence Fragments
- 2.6 *The Count of Monte Cristo*- Alexandre Dumas

##### **In this unit:**

Students will be introduced to summary writing, how to use quotes and paraphrasing. Students will continue using and developing their critical thinking skills while understanding and learning the differences between summarizing non-fiction and fictional text. They will also go over how to avoid creating sentence fragments.

(RL.9-10.2, RL.9-10.3, RL.9-10.4, RL. 9-10.5, RL.9-10.6, RL.9-10.10, RI.9-10.2, RI. 9-10.3, .RI.9-10.4, RI.9-10.10, W.9-10.2, W. 9-10.2.A, W.9-10.2.B, W.9-10.2.C, W. 9-10.2.D, W.9-10.2.E, W.9-10.2.F, .W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W. 9-10.9, W.9-10.10, SL.9-10.2, SL.9-10.4, SL. 9-10.5, L.9-10.1, L.9-10.2, L.9-10.3, L. 9-10.6)

#### Unit 3. The Art of Persuasion

- 3.1 What is Rhetoric?
- 3.2 How to Write a Rhetorical Analysis Essay
- 3.3 How to Write a Persuasive Essay
- 3.4 *Shooting an Elephant*- George Orwell
- 3.5 Grammar Review- Simple Sentences

##### **In this unit:**

Students will begin learning about rhetorical writing. Students will be introduced to the ten principles of persuasion and will be given examples of rhetoric writing to further enhance their learning and understanding. Building upon their understanding and knowledge of rhetorical writing, students will study persuasive writing as well. Students will understand the basic outlining of a

persuasive essay and how to write a quality persuasive essays. Students will be given the persuasive essay rubric as a guideline so that they are able to understand the expected standards in areas such as use of evidence, analysis, organization and writing style. They will also review simple sentences.

(RL.9-10.1, RL.9-10.2, RL.9-10.3, RL. 9-10.4, RL.9-10.5, RL.9-10, RI.9-10.2, RI. 9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.8, RI. 9-10.10, W.9-10.1, W.9-10.1.A, W.9-10.1.B, W.9-10.1.C, W.9-10.1.D, W.9-10.1.E, W. 9-10.4, W.9-10.5, W.9-10.6, W.9-10.7 W. 9-10.8, W.9-10.9, W.9-10.10, SL.9-10.1D, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.5, SL.9-10.6, L.9-10.1.B, L.9-10.2.C, L.9-10.3, L.9-10.6)

## Unit 4. Logic and Argument

- 4.1 Understanding Logical Arguments
- 4.2 Philosophical Reasoning
- 4.3 Intro into Logical Fallacies
- 4.4 Common Logical Fallacies
- 4.5 *A Modern Proposal*- Jonathan Swift

### In this unit:

Students will learn about satirical writing. Students will be introduced to logical arguments and logical fallacies. This will help students to build upon prior lessons and enhance and practice their reading comprehension and critical thinking skills to understand and write their own satirical essays. Students will study and discuss “A Modest Proposal” written by Jonathon Swift and is considered the most satirical essay written in the English language. Swift’s essay will allow students to have a better understanding of the satirical writing form and the impact this type of writing can produce.

(RL.9-10.1, RL.9-10.2, RL.9-10.3, RL. 9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.7, RL.9-10.9, RL.9-10.10, RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.7, RI.9-10.10, W.9-10.1, W.9-10.1.A, W.9-10.1.B, W.9-10.1.C, W. 9-10.1.D, W.9-10.1.E, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7 W.9-10.8, W.9-10.9, W. 9-10.10, SL.9-10.2, SL.9-10.4, SL.9-10.5, L. 9-10.1.A, L.9-10.1.B, L.9-10.2.C, L.9-10.6)

## Unit 5. Drama- Characterization

- 5.1 Characterization
- 5.2 Types of Characters
- 5.3 Complex Characters
- 5.4 *Julius Caesar*- William Shakespeare
- 5.5 Character Analysis
- 5.6 Grammar Review- Complex Sentences

### In this unit:

Students will conclude their study of English 10 with a look at drama. Students will learn about characterization, what it is and its importance within a drama. Students will be given examples of the four methods of characterization to further enhance their learning and understanding of this craft. The study of characterization will include a look at the types of characterization including dynamic, static, foils and complex characters. They will also go over complex sentences.

(RL.9-10.2, RL.9-10.3, RL.9-10.5, RL. 9-10.6, RL.9-10.9, RL.9-10.1, RI.9-10.2, RI. 9-10.4, RI.9-10.9, RI.9-10.10, W.9-10.2, W. 9-10.2.A, W.9-10.2.B, W.9-10.2.C, W. 9-10.2.D, W.9-10.2.E, W.9-10.4, W.9-10.5, W.9-10.6, .W.9-10.9, W.9-10.10, SL.9-10.2, SL.9-10.4, SL.9-10.5, L.9-10.1.B, L. 9-10.2.C, L.9-10.4, L.9-10.6)