



English 10 Course Syllabus

Course Description:

In this English 10 course, students will extend 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 deeper understanding of the literature they read and analyze through author's purpose, figurative language, plot and narrative structure, character analysis, and theme. Students will learn about and practice different genres of writing, including literary analysis, informative, and narrative writing. Students will read, analyze, evaluate, and write about both fiction and non-fiction selections. Students will further develop their knowledge of and use of the writing process, including persuasion, narrative, and expository essays. In addition to the assigned readings, students will read in their entirety a time travel novel, a play, several short stories, several non-fiction essays and articles, and several poems. The students will be writing seven essays throughout the course.

Part 1: 5 credit hours

Part 2: 5 credit hours

Course Outline

California Common Core Standards

English 10, Part 1

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 *Animal Farm*- George Orwell

In this unit:

Students will learn the necessary skills for reading a novel. The students will also review critical thinking, questioning the text, find the theme, predicting, inferring, and summarizing.

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

Unit 2 - Formal and Informal Writing

- 2.1 Active Reading
- 2.2 Author's Purpose
- 2.3 Formal vs. Informal English

In this unit:

Students will focus on formal and informal writing. The students will also review active reading, various writing techniques, and be introduced to Hemingway's style of writing

- 2.4 Author's Style
- 2.5 *A Farewell to Arms*- Ernest Hemingway
- 2.6 Mood and Tone
- 2.7 Sequencing Words

(RL.9-10.2, RL.9-10.3, RL.9-10.5, RL.9-10.6, RL.9-10.10, RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.8, RI.9-10.10, W.9-10.3, 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.9-10.1, SL.9-10.1c, SL.9-10.1d, SL.9-10.2, SL.9-10.3, SL.9-10.5, SL.9-10.6, L.9-10.1, L.9-10.1a, L.9-10.1.B, L.9-10.2, L.9-10.2.C, L.9-10.4, L.9-10.4a, L.9-10.4d, L.9-10.5, L.9-10.5b, 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, and Supporting Details
- 3.7 The Implied Main Idea
- 3.8 Inferences and Conclusions
- 3.9 Analyzing the Message
- 3.10 *Hiroshima*- John Hersey

In this unit:

Students will be reading non-fiction texts. They will dive into how to connect to the text, comprehension skills, critical thinking skills, inferring, and how to analyze a text.

(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.9-10.10, W.9-10.2, W.9-10.2a, W.9-10.2d, W.9-10.2.e, W.9-10.4, W.9-10.6, W.9-10.8, W.9-10.9, W.9-10.9b, 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, L.9-10.2.C, L.9-10.3, L.9-10.6)

Unit 4 - Analyzing Word Meaning

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

In this unit:

Students will focus on word analysis by studying prefixes, suffixes, and root words. They will also review how to define words using various context clues within different reading selections and develop more reading comprehension and literary analysis skills through reading short stories

(RL.9-10.2, RL.9-10.4, RL.9-10.10, RI.9-10.2, RI.9-10.4, RI.9-10.10, W.9-10.2.D, W.9-10.4, W.9-10.6, W.9-10.8, SL.10.1d, SL.9-10.2, SL.10.3, SL.9-10.4, SL.9-10.5, L9-10.1, L.9-10.2.c, L.9-10.3, L.9-10.4, L.9-10.4.a, L.9-10.4b, L.9-10.4c, L.9-10.4d, L.9-10.6)

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- Definition, Examples
- 5.6 Elements of Poetry

In this unit:

Students will focus on poetry. They will learn how to use the various types of literary devices such as hyperbole, allegories, metaphors, figurative language, denotation, and connotation and why they are important. Students will also be shown the different elements, types, and usage of poetry.

(RL.9-10.4, RL.9-10.6, RL.9-10.10, RI.9-10.2, RI.9-10.4, RI.9-10.6, RI.9-10.10, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.10, SL.9-10.1c, SL.9-10.2, SL.9-10.5, SL.9-10.6, L.9-10.1, L.9-10.2, L.9-10.2c, L.9-10.4a, L.9-10.4a, L.9-10.4b, L.9-10.4d, L.9-10.5, L.9-10.5a, L.9-10.5b, L.9-10.6)

Course Outline

California Common Core Standards

English 10, Part 2

Unit 1- Genres and Types of Literature

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

In this unit:

Students will focus on the various types of genres, what they are, and their literary qualities. They will look closely at Science Fiction and how that genre affects author's choices in how they bend, break, and reimagine the fabric of time as well as the structure of literature.

(RL.9-10.1, RL.9-10.2, RL.9-10.10, RI.9-10.1, RI.9-10.2, 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.9-10.9, W.9-10.9a, W.9-10.10, SL.9-10.1, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.5, SL.10.6, L.9-10.1, L.9-10.1a, L.9-10.1b, L.9-10.2, L.9-10.2c, L.9-10.3, L.9-10.3a, L.9-10.5, L.9-10.6)

Unit 2. Summaries and Citations

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

In this unit:

The students will focus on writing summaries, how to use quotations, and paraphrasing. They will continue to build on and develop critical thinking skills while learning about the differences between summarizing non-fiction and fictional texts.

(RL.10.1, RL.10.2, RL.10.3, RL.10.5, RL.10.6, RL.10.7, RL.10.10, RI.9-10.2, RI.9-10.3, RI.9-10.6, RI.9-10.10, W.9-10.2, 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.9-10.7, W.9-10.8, W.9-10.9, W.9-10.9a, 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.9-10.1a, L.9-10.1b, L.9-10.2, L.9-10.2c, L.9-10.3, L.9-10.5, L.9-10.6)

Unit 3 - Rhetoric

- 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:

The students will focus on rhetorical and persuasive writing. They will review analysis, evidence, organization, and writing style of both types of writing so that they will be able to produce quality rhetorical and persuasive essays. (RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.10, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.7, RI.9-10.8, RI.9-10.10, W.9-10.1, W.9-10.1a, W.9-10.1b, W.9-10.1c, W.9-10.1d, W.9-10.1e, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9, W.9-10.10, SL.9-10.1c, 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, L.9-10.1a, L.9-10.1b, L.9-10.2, L.9-10.2c, L.9-10.3, L.9-10.5 L.9-10.5a, L.9-10.5b, L.9-10.6)

Unit 4 - Logic and Argument

- 4.1 Understanding Logical Arguments
- 4.2 Philosophical Reasoning
- 4.3 Introduction to Logical Fallacies
- 4.4 Common Logical Fallacies
- 4.5 Grammar Review- Compound Sentences
- 4.6 *A Modest Proposal*- Jonathan Swift

In this unit:

Students will focus on logical arguments, fallacies, and satire. They will build upon prior lessons and enhance reading comprehension and critical thinking skills to create an understanding of how to write a quality satirical essay. (RL.9-10.1, RL.9-10.2, RL.9-10.5, RL.9-10.6, RL.9-10.10, RI.9-10.1, RI.9-10.3, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.10, W.9-10.1, W.9-10.1a, W.9-10.1b, W.9-10.1c, W.9-10.1d, W.9-10.1e, .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.9-10.9a, W.9-10.9b, W.9-10.10, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.6, L.9-10.1, L.9-10.1a, L.9-10.1b, L.9-10.2, L.9-10.2c L.9-10.3, L.9-10.5, L.9-10.5a, 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 focus on drama. They will look more deeply into characterization, what it is, and its importance within a drama. The students will learn about the four methods of characterization and the different types of characters will also be studied in this unit in order to further enhance

learning and understanding of characterization.
(RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.5, RL.9-10.6, RL.9-10.10, RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.6, RI.9-10.8, RI.9-10.10, W.9-10.2, W.9-10.2a, W.9-10.2b, W.9-10.2c, W.9-10.2d, W.9-10.2e, 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.9-10.9a, W.9-10.10, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.6, L.9-10.1, L.9-10.1a, L.9-10.1b, L.9-10.2, L.9-10.2c, L.9-10.3, L.9-10.5, L.9-10.5a, L.9-10.6)