

**COURSE SYLLABUS
ENGLISH 10 A/B**

COURSE DESCRIPTION

10th grade English is a year-long literature survey class. The class covers literary terminology, vocabulary building, test taking strategies, and several literary genres. Over the course of the year, we will utilize literature to focus on these central questions: Is there a difference between reality and truth? Can progress be made without conflict? What kind of knowledge changes our lives? Does all communication serve a purpose? To what extent does experience determine what we perceive? Can anyone be a hero?

The course is written to Common Core standards and will challenge students to critically think about literature. Students will involve themselves in self-assessment as well as in teacher guided practice and assessment throughout the class. The literature of the class includes selections from Nobel Prize in Literature and Pulitzer Prize winners.

COURSE THEMES

- Reality vs. Truth
- Resources, Irony and Paradox
- Communication
- Progress vs. Conflict
- Knowledge = Change
- Experience Determines Perceptions
- Heroes

Students will develop an understanding of:

COURSE TOPICS	
English 10A	English 10B
<ul style="list-style-type: none"> • Theme in fiction and nonfiction • Making predictions • Plot and foreshadowing • Author’s perspective • Analyzing structure and format • Cause and effect relationships • Conflict resolution • Author’s purpose and bias • Checking the information against reliable sources • Comparing points of view • Symbolism and allegory • Paraphrasing to connect ideas • Word choice and tone • The expository & reflective essay • Follow and critique technical questions • Evaluate persuasion arguments and rhetorical devices • Making inferences in setting 	<ul style="list-style-type: none"> • Figurative language • Dramatic speeches • External and internal conflicts • Comparing and contrasting tragic heroes • Analyzing workplace documents • Comparing character motivation • Theme and cultural contexts • Analyzing cultural contexts of myths, epics, and epic heroes • Generating questions • Comparing worldviews • Critiques on generalizations and evidence • Comparing themes and moral dilemmas • Meaning, tone, and voice in poetry • Connecting ideas in Greek tragedies • Shakespearean tragedies • Comparing universal and culturally specific themes • Blank verse



LEARNING OUTCOMES

English 10A and 10B

1. Students will cite textual evidence to support analysis of what the text says and draw inferences.
2. Students will determine a theme or central idea of a text and analyze its development over the course of a text.
3. Students will analyze how complex characters develop, interact with other characters and advance the plot and theme of a selection.
4. Students will learn how an author's choices concerning how to structure a text and manipulate time create different effects.
5. Students will learn to determine the meaning of words and phrases as they are used in the text, and analyze the impact of word choice on meaning and tone.
6. Students will learn to analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States.
7. Students will write arguments to support claims with valid reasons and relevant evidence.
8. Students will craft informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
9. Students will craft clear and coherent writing appropriate to task, purpose, and audience.
10. Students will develop and strengthen their writing by planning, revising, editing and rewriting for a specific purpose and audience.
11. Students will determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
12. Students will draw evidence from literary or informational texts to support analysis, reflection, and research.
13. Students will write over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
14. Students will initiate and participate in a range of collaborative discussions.
15. Students will evaluate a speaker's point of view, reasoning, use of evidence and rhetoric to identify any fallacious reasoning or exaggerated or distorted evidence.
16. Students will present information, findings and supporting evidence clearly, concisely, and logically.
17. Students will make use of digital media in presentations to enhance understanding and add interest.
18. Students will demonstrate command of the conventions of standard English grammar and usage in both writing and speaking.
19. Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing for a range of strategies.
20. Students will demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.

PRE-REQUISITES / CO-REQUISITES

- English 9 A/B
- World History A

Primary Text:	
This course is not text dependent.	
Required Novels:	
English 10A	English 10B
Title: <i>Grapes of Wrath</i>	Title: <i>To Kill a Mockinbird</i>
Author: John Steinbeck	Author: Harper Lee

COURSE METHODOLOGY

This is an inquiry-based course where you will discover and utilize knowledge of English / Language Arts via the lectures, videos, and other readings, and class discussions with other students and the instructor.

Acting as a facilitator, your instructor will guide you through the process; however, as the learner, you are responsible for actively acquiring and constructing knowledge by completing all assigned readings and activities.

Both formal and informal assessment will be used in evaluating your performance throughout the course. Informal assessment will include an evaluation of the quality and timeliness of your participation in class activities. Formal assessment will involve multiple-choice quizzes, written essays, major writing assignments, a midterm, a final exam and a course project.



COURSE OUTLINE

English 10A

Unit	Assignments
1	Assignment 1 Discussion 1 Discussion 2 <i>The Grapes of Wrath</i>
2	Assignment 2 Timed Writing- Argument Essay Timed Writing- Explanatory Essay Discussion 1 Discussion 2 <i>The Grapes of Wrath</i>
3	Assignment 3 Timed Writing- Explanatory Essay Timed Writing- Explanatory Essay 2 Discussion <i>The Grapes of Wrath</i> Benchmark Assessment 1
4	Assignment 4 Discussion <i>The Grapes of Wrath</i>
5	Assignment 5 Timed Writing- Analytical Essay Timed Writing- Explanatory Essay Discussion <i>The Grapes of Wrath</i>
6	Assignment 6 Timed Writing- Response to Lit Timed Writing- Argumentative Text Discussion 1 Discussion 2 Benchmark Assessment 2 <i>The Grapes of Wrath</i>
7	Assignment 7 Discussion <i>The Grapes of Wrath</i>
8	Assignment 8 <i>The Grapes of Wrath</i> Discussion 1 Discussion 2 Timed Writing- Argumentative Text Timed Writing- Explanatory Text Benchmark Assessment 3- Final Exam Project



COURSE OUTLINE

English 10B

Unit	Assignments
1	Assignment 1 Discussion 1 Discussion 2 <i>To Kill a Mockingbird</i>
2	Assignment 2 Timed Writing- Explanatory Essay Timed Writing- Argumentative Essay Discussion 1 Discussion 2 <i>To Kill a Mockingbird</i>
3	Assignment 3 Timed Writing- Explanatory Essay Timed Writing- Explanatory Essay Discussion Benchmark Assessment 1 <i>To Kill a Mockingbird</i>
4	Assignment 4 Discussion <i>To Kill a Mockingbird</i>
5	Assignment 5 Timed Writing- Informative Essay Timed Writing- Explanatory Essay Discussion Benchmark Assessment 2 <i>To Kill a Mockingbird</i>
6	Assignment 6 Discussion <i>To Kill a Mockingbird</i>
7	Assignment 7 Timed Writing- Explanatory Text Timed Writing- Explanatory Text Discussion <i>To Kill a Mockingbird</i>
8	Assignment 8 Timed Writing- Argumentative Essay Discussion <i>To Kill a Mockingbird</i> Benchmark Assessment 3 End of Course Project

COURSE PARTICIPATION OBJECTIVES

This course for which you are registered is a college preparatory, academically rigorous course that covers a semester's worth of material. As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework:

1. The requirements for this course are equivalent to completion of minimum of 90+ hours of class instruction at a traditional on-site high school.
2. Assignments must be submitted for each unit as they are completed so that the teacher may review and assess your performance. Do not hold your work, you must submit each unit's homework as it is completed, demonstrating weekly assignment completions.
3. You participate regularly in your course to demonstrate not only continued participation, but also completion of all course requirements, including assignments, assessments and class discussion forums.
4. You must complete your individual work and any incident of suspected cheating, plagiarism or collaboration on assignments violates the academic integrity expectations outlined at the time of your enrollment and can result in failure of the course or further action as deemed appropriate.

ACADEMIC HONESTY

The following are forms of academic dishonesty. These practices will not be tolerated.

Plagiarism: Plagiarism consists of using another author's words without proper identification and documentation of that author. Plagiarism takes the form of direct quotation without the use of quotation marks and/or documentation, or paraphrasing without proper identification and documentation. The fabrication of sources, or the act, deliberately or unconsciously, of passing another author's work off as your own are also considered to be plagiarism.

Falsification: Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit your needs. It also consists of deliberately changing a source's intent by misquoting or taking out of context.

Multiple submission: If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all instructors involved. Failure to obtain this permission constitutes academic dishonesty. This course is a chance for you to explore your own creativity.

GRADING POLICY

Final Grades for this class will be based on your performance, participation in all class activities, group discussions, unit assignments, course projects, and benchmark exams.



NUVHS GRADING SCALE

Letter	Range (%)
A	95.0+
A-	90.0 – 94.9
B+	87.0 – 89.9
B	84.0 – 86.9
B-	80.0 – 83.9
C+	77.0 – 79.9
C	74.0 – 76.9
C-	70.0 – 73.9
D+	67.0 – 69.9
D	64.0 – 66.9
D-	60.0 – 63.9
F	0.00 – 59.9

SCHOOLWIDE LEARNER EXPECTATIONS

NUVHS students will be...

- Engaged Learners
- Critical Thinkers
- Effective Communicators
- Global Citizens

CLASS DISCUSSION RUBRIC

SCORE	3	2	1	0
Initial Post	Response is thoughtful, original, and completely addresses the prompt in a well-developed paragraph of at least 5-7 sentences in length.	Response contains some key insights and adequately addresses the prompt with a paragraph of 5-7 sentences in length.	Response somewhat addresses the prompt with a paragraph less than 5-7 sentences in length.	Response does not address the prompt and does not meet the length requirements. OR no response was posted.
Peer Replies		Responses are thoughtful , create discussion, and are several sentences in length each. Two peer replies are done for each board.	Responses only agree or disagree with little meaningful discussion. And/Or: Only one response to one classmate.	No response was given or was too brief to generate a conversation.

***If there is more than one prompt, students must reply to all prompts. All prompts are worth a total of 5 points. Scoring is detailed above.**

WRITING STANDARDS

<p>"A, A-" Range: Outstanding achievement, significantly exceeds standards.</p>	<ul style="list-style-type: none"> • Unique topic or unique treatment of topic, takes risks with comment; fresh approach • Sophisticated/exceptional use of examples • Original and "fluid" organization; all sentences and paragraphs contribute; sophisticated transitions between paragraphs • Integration of quotations and citations is sophisticated and highlights the author's argument • Sentences vary in structure and very few if any technical errors (no serious mechanical errors)
<p>"B+, B, B-" Range: Commendable achievement, exceeds standards for the course.</p>	<ul style="list-style-type: none"> • Specific, original focus, content well handled • Significance of content is clearly conveyed; good use of examples; sufficient support exists in all key areas • Has effective shape (organization), effective pacing between sentences or paragraphs • Quotations and citations are integrated into argument to enhance the flow of ideas • Has competent transitions between all sentences and paragraphs • May have a few minor mechanical errors (misplaced commas, pronoun disagreement, etc.) but no serious mechanical errors (fragments, run-ons, comma-splices, etc.)
<p>"C+, C, C-" Range: Acceptable, solid achievement, meets standards for the course.</p>	<ul style="list-style-type: none"> • Retains overall focus, generally solid command of subject matter • Subject matter well-explored but may show signs of under-development • Significance is understood, competent use of examples • Structure is solid, but an occasional sentence or paragraph may lack focus • Quotations and citations are integrated into argument • Transitions between paragraphs occur but may lack originality • Competent use of language; sentences are solid but may lack development, refinement, style • No serious mechanical errors (fragments, run-ons, comma-splices, etc.)
<p>"D+, D, D-" Range: Marginal achievement; only meets minimum standards.</p>	<ul style="list-style-type: none"> • Significance of content is unclear • Lacks sufficient examples or relevance of examples may be unclear • Support material may not be clearly incorporated into argument • Expression is occasionally awkward (problematic sentence structure) • Mechanical errors may at times impede clear understanding of material • May have a few serious mechanical errors, but no recurring serious mechanical errors (fragments, run-ons, comma-splices, etc.)
<p>"F" Range: Failure to meet minimum standards.</p>	<ul style="list-style-type: none"> • Ignores assignment prompt • Lacks significance, coherence and focus • Includes plagiarized material (intentional or unintentional) • Difficult to follow due to awkward sentence or paragraph development • Mechanical errors impede understanding