**MADISON HIGH SCHOOL**

**English 10A**

MHS- English Department

3rd Trimester- 2016

Monday-Friday 2nd Period

**Instructor**: Ryan Snelgrove

**Office/Room**: W107

**Office Hours**: M-Th 3:30-4:30

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**Name of Text Used:**

10th Grade Literature Anthology- McDougal Littell, Houghton Mifflin, 2008. Units 1-4, 7-8

The Count of Monte Cristo. Dumas, Alexander. Translated and abridged by Lowell Bair.

To Kill a Mockingbird. Lee, Harper.

**Course Description**: English 10A prepares sophomores to explore and experience composition and literature. These English classes fill the required English core for the sophomore year and focus on a proscribed study of literature, composition, usage, and vocabulary. 10A and 10B may be taken in any order.

**Course Objectives**: The course objectives for 10A coincide with the Common Core Language Arts Standards and will focus on specific objectives. Upon completion of the course, the student should have sufficient knowledge of and be able to:

 **Reading Objectives**

* Determine theme and central ideas of texts, analyze complex characters, and understand elements that advance plot and develop theme.
* Determine the meaning of words and phrases in literature, including figurative and connotative meanings.
* Analyze specific author choices including structure, point of view, and cultural experiences related in works of literature.
* Read and comprehend literature, including stories, drama, and poems at a 10-11 text complexity band independently and proficiently.

 **Writing Objectives**

* Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
* Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
* Produce clear and coherent writing as well as develop and strengthen writing for a specific purpose and audience.
* Conduct research projects that answer questions or solve a problem, using relevant information, and drawing evidence from literary or informational text to support analysis, reflection, and research.

  **Language Objectives**

* Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking.
* Apply knowledge of language to understand how language functions in different contexts.
* Determine or clarify the meaning of unknown and multiple meaning words and phrases as well as demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Acquire and use general academic and domain specific words and phrases.
* 10A Weekly Schedule 2013, First Trimester

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| --- | --- | --- | --- | --- | --- |
| week | Dates | Literature | Poetry(Wednesdays) | Grammar Focus | Assessment (Fridays) |
| 1 | March 3 & 4  | BCANarrative Elements |  | Types of Writing, Types of Sentences. | Quiz #1 |
| 2 | March 7 -11 | M- TCOMC 1-3T-4 -5W-6-8Th-9-10F- 11-13 | The Language of Poetry (688) | Parts of SpeechParts of Sentences | Quiz#2 |
| 3 | March 14-18 | TCOMCM-14-16T-17-19W-20-21Th- 22-23F- 24 | There will come soft rains (698) | Nouns and Pronouns, Adjectives and Adverbs | Quiz#3Micro Essay#1 Response writing |
| 4 | March 21-25 | TCOMCM-25-26T-27-28W- 29-30Th -31-33F – 34-36 | The Sonnet-Ballad (446) | Prepositions, Conjunctions,  | Quiz #4 |
| 5 | March 28-30 | TCOMCM-37-39T- LabW-LabNarrative Essay | The fish, Elizabeth Bishop (715) | Phrases and Dependent Clauses | Quiz #5**Narrative Essay** |
| SB | March 31 – April 5 | Students may finish TCOMC if they wish |  |  |  |
| 6 | April 6-8 | TKM W- VocabTh-1 F-2-3  | The Gift (238)Those Winter Sundays (240) | The Process of Writing Well | Micro Essay#2 Childhood MemoryQuiz #6 |
| 7 | April 11-15 | TKM M-4-6 T- 7-9W-10-11 Th-12-13 F-14-15  | Exile (p136) | Editing and Revising | Quiz #7 |
| 8 | April 18-22 | TKM M-16-17 &Scottsboro T-18-20W-21-23Th-24F-25-26  |  | Commas, Semicolons, and Colons | Quiz #8MicroEssay#3Response to TKM |
| 9 | April 25-29 | TKMM-27T-28-29W-30-31Th-LabF- LabTKM Informative EssayResearch |  | Apostrophes, Quotation Marks, and Other Marks | Quiz #9 |
| 10 | May 2-6 | MLA FormattingDocumentary gather |  | Capitalizations, Abbreviations and Symbols, | Quiz #10**TKM Informative Essay Due** |
| 11 | May 9-13 | Documentary produce |  | Numbers, Hyphens, and Italics | Documentary Outline Due |
| 12 | May 16-20 | Documentary Showing and Reviews |  |  | **Documentary Essay Due** |
| Final Wk | May 23-27 | M-ReviewT-ReviewW-FinalsTh-FinalsF-Last Day! |  |  | ECA |

**Course Expectations**: Students are expected to follow the Madison High School policies in regards to classroom conduct and attendance. Please refer to the MHS student handbook for policies.

**Grading and Grade Scale**

Grammar Activities (25 Points each) 26%

Poetry Activities (25 Points each) 18%

Weekly Quizzes (10 Points each) 9%

Composition Works 42%

 Narrative Essay (100 Points)

 Three Micro-Essays (50 Points each)

 TKM Informative Essay (100)

 Documentary Essay (100)

End of Course Assessment (ECA) 5%

A 94-100

A- 90-93.9

B+ 87-89.9

B 84-86.9

B- 80-83.9

C+ 77-79.9

C 74-76.9

C- 70-73.9

D+ 67-69.9

D 64.66.9

D- 60-63.9

F 59.9 or below

10A English – Common Core Scope and Sequence

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| --- |
| Beginning Course Assessment |
| Curriculum | ***Common Core State Standard Addressed***  |
| **The Count of Monte Cristo Unit** ***RL 10.***1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.***RL 10.***2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.***RL 10.***3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.***RL 10.***5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.***RL 10.***6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.***RL 10.***7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).***RL 10.***9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). |
| **To Kill a Mockingbird Unit*****RL 10.***4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).***RL 10.***5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.***RL 10.***9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).RI.10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.RI.10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.RI.10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.L.10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| **Historical Research Essay/Historical Fiction Short Story Unit**W.10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).W.10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.W.10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)W.10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)W.10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.W.10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.W.10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.W.10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).b. Apply *grades 9–10 Reading standards* to literary nonfiction  |
| **Poetry Activities**W.10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)***RL 10.***7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).L.10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.b. Analyze nuances in the meaning of words with similar denotations. |
| **Grammar Activities**W.10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.W.10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.L.10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.a. Use parallel structure.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.L.10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian’s *Manual for Writers*) appropriate for the discipline and writing type. |
| **Microessays and I.C.E.s**W.10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| **Weekly Quiz**L.10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| **Silent Reading (Tuesday and Thursday for 10-15 minutes)*****RL 10.***10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. |
| End of Course Assessment |