

English 10

Reeths-Puffer High School

Course Overview:

English 10 is a year-long course where students engage in reading, writing, speaking, and listening experiences designed to increase the breadth and depth of their understanding of language and literature. Students will examine a variety of literature and informational texts, and they will explore diverse writing and speaking experiences.

Course Objectives:

All teaching objectives are aligned with the State of Michigan content expectations for English Language Arts. Found here: <http://www.corestandards.org/ELA-Literacy/>

The following is an overview:

- Students will use writing, speaking and visual expression for personal understanding, growth, and Communication.
- Students will develop and use tools and practices of inquiry and research.
- Students will produce a variety of written, spoken, and multimedia works, making conscious choices about language, form, and style.
- Students will develop critical reading, listening, and viewing strategies.
- Students will develop as a reader, listener, and viewer for personal, social, and political purposes.
- Students will develop skills of close and contextual literary reading.
- Students will read and respond to classic and contemporary texts.
- Students will examine mass media, film, and other texts from popular culture.
- Students will understand and use the English language in a variety of contexts and settings.
- Students will understand how language variety reflects and shapes experiences.

Texts

Students will read from a variety of texts including nonfiction, poetry, and fiction. The following are novels the classes will be able to choose from as well as given the opportunity for choice books throughout the year.

- *Of Mice and Men*, John Steinbeck:
 - a novel of the friendship of two men during the Great Depression.

Text Cont.

- *Tuesdays with Morrie*, Mitch Albom:
 - A memoir highlighting the busy life of sports journalist, Mitch Albom and he is reminded of life's true values when he is reunited with his college professor.

- *To Kill a Mockingbird*, Harper Lee:
 - An American classic and coming of age story. The novel contains courtroom drama set during the Great Depression in racially segregated Alabama. The novel includes brief violence.

- *A Raisin in the Sun*, Lorraine Hansberry:
 - A dramatic play about pursuing the American Dream and the importance of family in urban Chicago.

- *Lord of the Flies*, William Golding:
 - an apocalyptic novel about war and the importance of authority and leadership in order to protect civilization.

Essays per semester:

Students are required to complete a minimum of four essays and/or projects per semester. Essays make up 50% of the overall grade. These include:

- Narrative
 - Informative
 - Argumentative
 - Rhetorical Analysis
- MLA Research components will be added to some of these essays and/or projects

English Dept. Paper Policy:

Formal papers and projects assigned a week in advance are due on the due date. For each day late, an assignment will be penalized 10%. After 5 school days, the paper will not be accepted.

Assignments not meeting established criteria will be returned to the student for correction.

Unacceptable assignments will be considered a day late and will fall under the penalty of the late paper policy.

Criteria for Credit for Essays:

- Proper MLA format-typed, double-spaced, proper heading, title, font style, margins.
- Evidence of writing process-prewriting, revision
- Evidence of editing
- Evidence of essay organization-indented paragraphs
- Proper MLA citation-works cited, parenthetical documentation (where applicable)
- Evidence of grade level effort (subject to teacher discretion)

Papers not meeting the above criteria will be returned to the student for revision.

Exams: Students will be expected to complete a Midterm and Final Exam. Exams count for 20% of a student's Semester grade

Content Expectations for Midterm Exam:

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2

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.

CCSS.ELA-LITERACY.RL.9-10.4

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).

Content Expectations for Final Exam:

CCSS.ELA-LITERACY.W.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.RL.9-10.4

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).