

Honors English 10

Reeths-Puffer High School

Course Overview:

Honors 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.
- *A Small Place*, Jamaica Kincaid:
 - A book-length essay drawing on Kincaid's experiences growing up in Antigua, it can be read as an indictment of the Antiguan government, the tourist industry and Antigua's British colonial legacy.

Essays per semester:

Students are required to complete a minimum of four essays and/or projects per semester.

These include:

- Narrative
 - Informative
 - Argumentative
 - Rhetorical Analysis
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- 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.

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

Common Core Assessment on Exams:

CCSS.ELA-LITERACY.RL.9-10.10

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.

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.9-10.3

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.

CCSS.ELA-LITERACY.RL.9-10.5

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.

CCSS.ELA-LITERACY.RL.9-10.6

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.

CCSS.ELA-LITERACY.RI.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.RI.9-10.2

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.

CCSS.ELA-LITERACY.RI.9-10.3

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.

CCSS.ELA-LITERACY.RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCSS.ELA-LITERACY.RI.9-10.10

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

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.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.