

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## Course Outline Honors English 10 (2A/2B)

**Date:** March 2003

**Subject Area:** English

**Proposed Grade Level(s):** 10

**Course Length:** 1 Year

**Grading:** A-F

**Number Of Credits:** 5/Semester

**Prerequisites:** At least a 'B' grade in Honors English 9 or an 'A' in English 9

### **BRIEF COURSE DESCRIPTION:**

Honors English 10 is an intensified program that focuses on the areas of literary analysis, composition, and critical thinking. Instruction in Honors English 10 focuses on developing student proficiency in critical thinking, problem solving, creative thinking, and application of skills. Curriculum may be organized in an interdisciplinary framework to ensure deeper understanding of certain issues. The greatest differentiations between Honors English 10 and English 10 curriculum are its pacing and complexity, which combine to challenge students capable of higher-level thinking. In addition, summer reading and writing assignments are mandatory in the Honors English 10 program.

As in English 10, great emphasis is placed upon state language arts content standard strands of writing, reading, and oral language skills. Students will develop the speaking skills needed in both small- and large-group discussions; write essays of greater length and level of sophistication; demonstrate the proper use of the MLA format for all assignments; do research of a more in-depth nature with a broader range of sources and an original thesis; and read and analyze a higher level of literature in terms of language, literary elements, and thematic content.

A board-approved literature list constitutes the basis of student instruction in literature. Approved by the FCUSD Board of Education in February 2002, the list sets forth all literature from which teachers will draw their literary curriculum.

In addition, as in English 10, a main focus is student preparation for the California High School Exit Exam (CAHSEE). This test, which is based upon the California language arts content standards, is administered to all tenth graders in the spring of their sophomore year. CAHSEE is used to ensure a minimum degree of competency in reading and writing.

### **GENERAL GOALS/PURPOSES:**

The focus of Honors English 10 is to develop and refine the skills already acquired in Honors English 9. At the forefront of the Honors English 10 curriculum is a deeper analysis of literature, a more in-depth study and practice of writing strategies and applications, the incorporation of technology into writing assignments and multimedia presentations, and the finer nuances of critical reading.

Honors English 10 curriculum is also designed to prepare students for the California High School Exit Exam (CAHSEE). This test, based upon language arts content standards, is administered to all students in the spring

of their tenth grade year. CAHSEE, which is used to ensure competency in reading and writing, measures these skills beginning with the graduating class of 2004.

California language arts content standards are the driving force behind all Honors English 10 curriculum and instruction. These content standards are reflected in the following teaching strands:

### **STUDENT READING COMPONENT:**

#### **Word Analysis, Fluency and Systematic Vocabulary Development:**

Students will

- Read the required works as set forth in the district-approved literature list. These pieces are drawn from the drama, novel, short story, and biography/autobiographical genres.
- Focus on vocabulary and concept development, learning to identify and use literal and figurative word meanings; understand word derivations; be able to distinguish between denotative and connotative word meanings; and study, Greek, Roman and Latin prefixes, suffixes, and terms based upon these elements.
- Demonstrate the ability to use context clues and knowledge of denotative meanings of such terms as idioms, metaphor, and simile to determine meaning of figurative language;
- Use knowledge of roots and affixes to determine the meaning of individual word components.

#### **Reading Comprehension:**

Students will

- Create pertinent questions related to honors level-appropriate text;
- Demonstrate ability to comprehend and interpret informational text, such as expository passages, persuasive essays, and written instructions;
- Be able to critique the internal logic of a text and evaluate the credibility of an author's arguments, as well as be able to understand and identify the conventions of bibliographic citation;
- Analyze the structure and format of functional workplace documents, as well as critique logic of such documents;
- Prepare a bibliography for a report using a variety of sources;
- Synthesize content from several sources or works by a single author and be able to paraphrase ideas and connect them to other sources;
- Extend ideas presented in primary or secondary sources;
- Demonstrate use of more sophisticated learning tools by following technical directions;
- Evaluate the validity of an author's argument or defense of a claim by critiquing relationship between generalizations and evidence and the effect of author's tone upon structure and tone of the text.

#### **Literary Response and Analysis:**

Students will

- Articulate relationship between expressed purpose and characteristics of forms of dramatic literature;
- Compare and contrast a similar theme or topic across genres in explanation of how genre shapes theme or topic;
- Analyze interactions between main and subordinate characters in a literary text;
- Determine character traits;
- Study universal themes by comparing different works and be able to support ideas expressed in such works;
- Analyze author's development of time and sequence, including use of such literary devices as foreshadowing and flashback;
- Recognize and understand the significance of various literary devices, including imagery, symbolism, and allegory;
- Interpret and evaluate impact of ambiguities, contradictions, ironies, and incongruities, voice and persona, and the function of dialogue, soliloquies, and other dramatic devices in literary works;
- Evaluate aesthetic qualities of style using terminology of literary criticism;

- Evaluate and interpret selections from the poetry genre;
- Analyze relation of literary themes to issues of an historical period.

### **STUDENT WRITING COMPONENT:**

Students will

- Establish a coherent thesis that presents a clear and original perspective;
- Use clear and precise language that includes action verbs, sensory details, and active voice;
- Use clear research questions and appropriate research methods to gather, organize, and present evidence;
- Develop main ideas with the body of an essay using supporting evidence;
- Synthesize information from multiple sources;
- Integrate quotations and citations into a text;
- Use appropriate conventions for purposes of documentation in accordance to the rules set forth in the MLA Handbook;
- Revise writing to improve logic and sequence.

### **Writing Applications:**

Students will

- Combine the narrative, expository, persuasive, and descriptive styles to produce texts of at least 1,500 words in length;
- Write business letters that provide clear information, use appropriate vocabulary, and follow conventional style;
- Write technical documents that report information logically and accurately;
- Demonstrate a command of standard English;
- Demonstrate knowledge of organizational, research, and drafting strategies.

### **Written Conventions:**

Students will

- Correctly identify and use clauses, phrases, and the mechanics of punctuation;
- Understand such construction as subordination and parallel structure;
- Show knowledge of proper English usage, including grammar, paragraph, and sentence structure, and diction;
- Use correct manuscript format that includes page presentation, pagination, spacing, and margins.

### **STUDENT ORAL COMPONENT:**

#### **Listening and Speaking Strategies**

Students will

- Be able to recognize and utilize elements of classical speech formats, including historical speeches;
- Use a clear and appropriate evidence in proof of thesis for oral presentations;
- Use props, visual aids, and electronic media to enhance presentation appeal;
- Analyze arguments and be able to identify specific strategies within them.

#### **Speaking Applications**

Students will

- Deliver narrative, expository, and/or descriptive presentations;
- Deliver persuasive arguments;
- Prepare relevant questions and make notes of responses;
- Respond correctly and effectively to questions of both a recall and analytical nature;
- Use accurate descriptions of appearance, concrete detail, sensory detail, and shifting perspectives and points of view.

## **DETAILED UNITS OF INSTRUCTION:**

Honors English 10 may include the following units:

- Medieval literature
- Renaissance literature
- Eighteenth and nineteenth century British and European literature

**Also refer to pacing guide and grade-level resource binder**

## **THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR FCUSD EXIT EXAM IN:**

Honors English will prepare students for the CAHSEE and for reading and writing competency tests, if applicable.

**LAB FEE, IF REQUIRED:** None

## **SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

See reading, writing, and oral components above

## **DISTRICT ESLR'S TO BE ADDRESSED:**

- **Self-Directed Learners** who take responsibility for their own learning. They will be guided toward independent learning as a valuable lifelong tool for success in the classroom and beyond.
- **Effective Communicators** who are able to relate clearly and logically in all writing assignments. Students will be able to critically analyze all forms of communication and apply prior knowledge to their current reading and writing. Student writing will be free from errors in conventions. Essays will reveal a central thesis, be well supported, and be organized in clear essay format.
- **Constructive Thinkers** who are able to demonstrate cogent and meaningful thought. Logic and support will be used in all written and oral assignments.
- **Collaborative Workers** who are capable of working in both small- and large-group settings in order to produce high-quality products, whether they be multimedia presentations or analysis of a classic piece of literature.
- **Quality Producers/Performers** who take pride in all assignments and realize the importance of an error-free product that is both original in substance and a reflection of his/her own beliefs, values, and outlooks.
- **Responsible Citizens** who are prepared to be contributors to society, who will live lives of integrity, honor, and personal responsibility. Since the study of language arts encompasses all form of written and oral expression, students will gain an appreciation for the value of building bridges through word and deed, both within their personal circles and within their communities, for it is only by doing so do we truly know the value of a life well spent.

## FALL SEMESTER

### Reading

#### Standards:

- 1.0 Word Analysis and Systematic Vocabulary Development
- 2.0 Reading Comprehension
- 3.0 Literary Response and Analysis

|   |                          |  |
|---|--------------------------|--|
| <b>Short Story Requirements:</b> Choose at least one story from <i>Elements of Literature</i> under each heading. | <b>Teacher Favorites</b> | <b>Standards: 3.1, 3.2, 3.3, 3.4, 3.5, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12</b> |
| <b>Plot</b>   | “Poison”                 |  |
|   | “The Birds”              |  |
| <b>Character</b>  | “Maria Tepache”          |  |
|   | “Thank You, Ma’am”       |  |
| <b>Setting</b>  | “Top Man”                |  |
|   | “A Man Called Horse”     |  |
| <b>Point of View</b>  | “Correspondence”         |  |
|   | “Old Demon”              |  |
| <b>Theme</b>  | “The Scarlet Ibis”       |  |
|   | “Red Dress”              |  |
| <b>Irony</b>  | “The Sniper”             |  |
|   | “The Necklace”           |  |

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| <b>Novel Requirements:</b> Choose at least two texts from those listed. District approved supplementary texts can be taught in addition to these works. |
| <i>The House on Mango Street</i>  |
| <i>Of Mice and Men</i>  |
| Greek Myth— <i>Heroes, Gods and Monsters of Greek Myth</i> or <i>The Odyssey</i>  |

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| <b>Non-Fiction Requirements:</b> Choose at least two teacher selected articles per semester. | <b>Standards: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8</b> |
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|--|---------------------------------|
| <b>Vocabulary Requirements:</b>                              | <b>Standards: 1.1, 1.2, 1.3</b> |
| Holt’s Vocabulary Workshop, Lessons 1-14                     |                                 |
| Greek and Latin roots  |                                 |
| Literal/Figurative meanings, Connotative/Denotative meanings |                                 |

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| <b>Grade Level Assessment:</b> Fluency test administered according to guidelines presented in 9 <sup>th</sup> grade ELA Handbook. |
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## FALL SEMESTER

### Writing

**Standards:**

- 1.0 Writing Strategies
- 2.0 Writing Applications

**Requirements:**

- Two formal five-paragraph essays
- Shorter written pieces under headings listed
- MLA format for heading, page numbers, citations on ALL papers

| <b>Process:</b> Follow guidelines for each writing model listed. | <b>Writer's Inc. Corresponding Lesson</b> | <b>Standards:</b> |
|--|---|-------------------|
| Getting Started  | PG 17-30                                  |                   |
| Prewriting   | PG 61-64                                  |                   |
| Effective Writing  | PG 45-52                                  | <b>1.1</b>        |
| Drafting   | PG 65-68                                  | <b>1.4</b>        |
| Editing/Proofreading   | PG 81-83                                  | <b>1.9</b>        |
| Revising   | PG 69-76                                  | <b>1.2, 1.9</b>   |
| Publishing   | PG 57-59                                  | <b>1.8</b>        |
| Assessing  | PG 683-700                                | <b>1.9</b>        |

| <b>Narrative Essay:</b> Teach at least one model listed. | <b>Writer's Inc. Corresponding Lesson</b> | <b>Standards:</b>         |
|--|---|---------------------------|
| Personal Narrative                                       | PG 123-128                                | <b>2.1</b>                |
| Related Memories   | PG 129-137                                | <b>2.1</b>                |
| Character Biography                                      | CLP Lesson 1                              | <b>1.1, 2.1</b>           |
| Autobiographical Narrative                               | CLP Lesson 2                              | <b>1.1, 1.2, 1.4, 2.1</b> |
| Short Story  | CLP Lesson 3                              | <b>1.2, 1.9, 2.1</b>      |
| Memory Poem  | PG 161-169                                | <b>1.1, 1.2, 2.1</b>      |

| <b>Response to Literature Essay:</b> Teach at least one model listed. | <b>Writer's Inc. Corresponding Lesson</b> | <b>Standards:</b>    |
|---|---|----------------------|
| Letter to an Author   | CLP Lesson 4                              | <b>1.1, 1.2, 2.2</b> |
| Summary   | CLP Lesson 5                              | <b>1.6, 1.9, 2.2</b> |
| Character Description   | CLP Lesson 6                              | <b>1.2, 1.4, 2.2</b> |

| <b>Descriptive Essay:</b> Teach at least one model listed. | <b>Writer's Inc. Corresponding Lesson</b> | <b>Standards:</b> |
|--|---|-------------------|
| Description of a Person                                    | PG 141-150                                | <b>2.1</b>        |
| Interview Report   | PG 151-158                                | <b>2.1</b>        |
| Process Essay  | PG 215-219                                | <b>2.6</b>        |

**FALL SEMESTER****Conventions**

**Standards:**

1.0 Written and Oral Language Conventions

Refer to Skillsbook Teacher’s Edition and Program Guide “Proofreader’s Guide/Skillsbook” for student pages.

| <b>Grammatical Structures:</b>                 | <b>Standards:</b> |
|--|-------------------|
| End punctuation                                | 1.1, 1.3          |
| Commas   | 1.1, 1.3          |
| Apostrophes                                    | 1.1, 1.3          |
| Capitalization                                 | 1.1, 1.3          |
| Plurals and Spelling                           | 1.1, 1.3          |
| Numbers and Abbreviations                      | 1.1, 1.3          |
| Nouns, Pronouns, Verbs, Adjectives and Adverbs | 1.3               |

**Listening and Speaking**

**Standards:**

1.0 Listening and Speaking Strategies

2.0 Speaking Applications

**Requirements:**

- One formal presentation per semester
- Shorter speaking/listening opportunities under presentation types listed
- Analyze historically significant speeches as models for student speeches

| <b>Speaking elements to be addressed under each presentation type:</b>   | <b>Presentation types (closely aligned with writing requirements):</b>  | <b>Standards:</b>   |
|--|---|---|
| Introduction/Conclusion<br>Organization<br>Transitions<br>Thesis<br>Notes for speaking<br>Audience<br>Nonverbal techniques<br>Argument<br>Appropriate support<br>Visual aids, electronic media | <p><b>Narrative:</b> Narrate a sequence of events using concrete sensory details.</p> <p><b>Response to Literature:</b> Advance a judgment demonstrating a comprehensive grasp of the significance of a work or passage.</p> <p><b>Descriptive:</b> Establish a clear point of view to describe subject with factual description and concrete images.</p> | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 2.1, 2.4 |

**SPRING SEMESTER**

**Reading**

**Standards:**

- 1.0 Word Analysis and Systematic Vocabulary Development
- 2.0 Reading Comprehension
- 3.0 Literary Response and Analysis

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| <b>Novel Requirements:</b> Choose at least one + <i>Romeo and Juliet</i> . District approved supplementary texts can be taught in addition to these works. |
| <i>The Tragedy of Romeo and Juliet</i>   |
| <i>Night</i>   |
| <i>Animal Farm</i>   |

|   |   |                             |
|---|---|-----------------------------|
| <b>Poetry Requirements:</b> Choose at least four poems from <i>Elements of Literature</i> to teach the following poetic elements: | <b>Suggested Poems:</b>                           | <u>Standards: 3.7, 3.11</u> |
| Imagery   | "Lost" by Carl Sandberg                           |                             |
| Simile and Metaphor   | "A Narrow Fellow in the Grass" by Emily Dickinson |                             |
| Personification   | "Out, Out—" by Robert Frost                       |                             |
| Rhythm  | "The Unquiet Grave" Anonymous                     |                             |
| Rhyme   |   |                             |
| Tone  |   |                             |
| Ballad and Lyric  |   |                             |

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| <b>Non-Fiction Requirements:</b> Choose at least 2 teacher selected articles per semester. | <b>Standards: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8</b> |
|--|--|

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|--|---------------------------------|
| <b>Vocabulary Requirements:</b>                              | <b>Standards: 1.1, 1.2, 1.3</b> |
| Holt's Vocabulary Workshop, Lessons 15-30                    |                                 |
| Greek and Latin roots  |                                 |
| Literal/Figurative meanings, Connotative/Denotative meanings |                                 |

## SPRING SEMESTER

*Writing*

*Standards:*

- 1.0 Writing Strategies
- 2.0 Writing Applications

**Requirements:**

- Two formal five-paragraph essays and one formal research paper
- Shorter written pieces under headings listed
- MLA format for heading, page numbers, citations on ALL papers

| <b>Research Paper:</b> (Frosh project for FHS.) | <b>Writer's Inc. Corresponding Lesson</b> | <b>Standards:</b>              |
|---|---|--------------------------------|
| Research Report (1,000-1,500 words)             | PG 239-255<br>CLP Lesson 7                | <b>1.2, 1.3, 1.5, 1.7, 2.3</b> |

| <b>Persuasive Essay:</b> Teach at least one model listed. | <b>Writer's Inc. Corresponding Lesson</b> | <b>Standards:</b>              |
|---|---|--------------------------------|
| Letter to the Editor                                      | CLP Lesson 10                             | <b>1.2, 1.3, 1.4, 1.9, 2.4</b> |
| Book Review   | CLP Lesson 11                             | <b>1.2, 1.4, 1.9, 2.4</b>      |
| Design an Advertisement                                   | CLP Lesson 12                             | <b>1.1, 1.2, 1.5, 1.8, 2.4</b> |
| Pet-Peeve Essay   | PG 199-204                                | <b>1.1, 1.2, 2.4</b>           |

| <b>Response to Literature Essay:</b> Teach at least one model listed. | <b>Writer's Inc. Corresponding Lesson</b> | <b>Standards:</b>    |
|---|---|----------------------|
| Letter to an Author   | CLP Lesson 4                              | <b>1.1, 1.2, 2.2</b> |
| Summary   | CLP Lesson 5                              | <b>1.6, 1.9, 2.2</b> |
| Character Description   | CLP Lesson 6                              | <b>1.2, 1.4, 2.2</b> |

| <b>Expository Essay:</b> Teach at least one model listed. | <b>Writer's Inc. Corresponding Lesson</b> | <b>Standards</b>          |
|---|---|---------------------------|
| Compare/Contrast Essay                                    | CLP Lesson 8                              | <b>1.1, 1.8, 1.9, 2.3</b> |
| Analytical Essay  | CLP Lesson 9                              | <b>1.2, 1.3, 2.3</b>      |

**SPRING SEMESTER**

*Conventions*

*Standards:*

1.0 Written and Oral Language Conventions

Refer to Skillsbook Teacher’s Edition and Program Guide “Proofreader’s Guide/Skillsbook” for student pages.

| <b>Grammatical Structures:</b>            | <b>Standards:</b> |
|---|-------------------|
| Semi-colons, Colons                       | <b>1.1, 1.3</b>   |
| Hyphens, Dashes                           | <b>1.1, 1.3</b>   |
| Quotation Marks, Italics                  | <b>1.1, 1.3</b>   |
| Using the right word                      | <b>1.1, 1.3</b>   |
| Adjectives, Adverbs                       | <b>1.3</b>        |
| Prepositions, Conjunctions, Interjections | <b>1.3</b>        |

*Listening and Speaking*

**Standards:**

- 1.0 Listening and Speaking Strategies
- 2.0 Speaking Applications (Genres and Their Characteristics)

**Requirements:**

- One formal presentation per semester
- Shorter speaking/listening opportunities under presentation types listed
- Analyze historically significant speeches as models for student speeches

| <b>Speaking elements to be addressed under each presentation type:</b>   | <b>Presentation types (closely aligned with writing requirements):</b>  | <b>Standards:</b>  |
|--|---|--|
| Introduction/Conclusion<br>Organization<br>Transitions<br>Thesis<br>Notes for speaking<br>Audience<br>Nonverbal techniques<br>Argument<br>Appropriate support<br>Visual aids, electronic media | <p><b>Persuasive:</b> Clarify and defend a position, including evaluation and analysis of problems and solutions, causes and effects.</p> <p><b>Response to Literature:</b> Advance a judgment demonstrating a comprehensive grasp of the significance of a work or passage.</p> <p><b>Expository:</b> Convey ideas from primary and secondary sources in support of thesis and related claims.</p> | <b>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 2.1, 2.4</b> |