

**Language Arts Standards**

**English 10**

**Course Overview:** English 10 begins with a quarter-long autobiography (narrative) writing assignment that focuses on grammar, using descriptive elements, and synthesizing ideas into a themed portfolio. During the year-long course students will read various texts: *To Kill a Mockingbird, Julius Caesar* and historical documents.

**Bold standards are essential standards that all students will learn as they complete the course.**

**Unit 1: Autobiography (30 days)**

**Description:** In this unit, students will compose an autobiography detailing specific aspects of their lives thus far.

**Standards**

1. The students will complete brainstorming activities to select their most impactful memories. (W.9-10.4)
2. **The students will compose an autobiographical narrative to write detailed sensory descriptions of their memories, explain their appearance and their opinions about their appearance, explain their family’s traditions and their own places within them, and use real experiences or events that have shaped their personality over the years. (W.9-10.1,W.9-10.3, Formal writing)**
3. The students will analyze the impact of media on body image. (RI.9-10.1, RI.9-10.2, RI.9- 10.3)
4. The students will gather information tracing their family hereditary and roots. (RI.9-10.1)
5. **The students will demonstrate use of parallel structure and use types of phrases and clauses to add interest to their writing. (L.9-10.1)**
6. The students will integrate multiple online and written personality tests to discover their personality traits. (SL.9-10.2)
7. The students will explore the differences between a belief and value, and determine theirs. (RI 9-10.5)
8. The students will use various sentence structures to add flare to their compositions. (W9-10.5)
9. The students will, by reading other autobiographical texts, talk to peers and gather ideas for what to include or keep out of their narratives.( SL.9-10.6, RL.9-10.9, RL.9-10.6, RL.9-10.5)

**Unit 2: To Kill a Mockingbird (35 days)**

**Description:** Students will read this classic novel and explore themes about racial prejudice, coming of age and social injustice. They will also talk about how race is still in society today. From this discussion they will be able to draw conclusions on if race is a problem in their communities, state, country and world. They will also learn vocabulary.

**Standards**

1. **The students will evaluate the text in order to analyze the characters: Scout, Jem, Atticus, Calpurnia, Tom Robinson, Miss Maudie, Dill, Mrs. Dubose, Boo Radley, Judge Taylor, Heck Tate, Reverend Sykes, and the Ewells. (RL.9-10.1, RL.9-10.2, RL.9-10.3)**
2. The students will respond in writing to chapter comprehension questions from To Kill a Mockingbird. (RL.9-10.3)
3. The students will analyze the author’s point of view, use of dialogue and choices concerning how to structure a text. (RL.9-10.5, RL.9-10.6)
4. The students will incorporate various skills to determine ACT vocabulary word meanings, including a PowerPoint presentation: dictum, indigenous, diminutive, caricature, benevolence, profane, irascible, fractious, ingenuous, fanatic, innate, impudent, tentative, predilection, domicile, guileless, ingenuous, furtive, tentative, predilection, acquiesce, elucidate, infallible, frivolous, formidable, ominous, oblique, articulate, melancholy, palliate, begrudge, and oblivious. (L.9-10.4, L.9-10.5, SL.9-10.5)
5. **The students will compose a summary of chapter eight from another character’s perspective, (Formal Writing)**
6. The students will connect the use of symbols and images to the themes in the novel. (RL.9-10.1)
7. The students will analyze the movie version of the novel to evaluate how it interprets and/or modifies the text. (RL.9-10.7, RI.9-10.7)

**Unit 3: Historical Document (5 days)**

**Description:** Students will read FDR’s “Four Freedoms Speech” to evaluate whether those freedoms are still valid/vital today.

**Standards**

1. The students will analyze a US document of historical and literary importance. (RI.9-10.9)
2. The students will analyze how Roosevelt introduces a series of events or ideas, including the order which they are made. (RI.9-10.1, RI.9-10.3, RI.9-10.4, RI.9-10.5)
3. The students will evaluate the argument and specific claims in the speech, identifying false reasoning. (RI.9-10.8)
4. **The students will evaluate the speaker’s point of view, reasoning, and use of rhetoric as they both listen to and read the text. (RI.9-10.6, RI.9-10.7, RI.9-10.8)**
5. The students will determine the use figurative language in the historical presentation to aid comprehension: allusion, metaphor, simile, oxymoron, and euphemism. (L.9-10.5, L.9-10.6)
6. The students will clarify the meaning of unknown words in “Four Freedoms” speech: unprecedented, vindicate, pacification, tyranny, assail, propaganda, appeasement, treachery, dupes, partisanship, resolute, acquiesce, appropriations, breach, unilaterally, mutuality, oppression, sovereignty, millennium, antithesis and quicklime. (L.9-10.4)

**Unit 4: Formal Speech (10 days)**

**Description:** Students will investigate an aspect from the Great Depression or WW II and present an informative speech and PowerPoint.

**Standards**

1. The students will create PowerPoint presentations to enhance understanding from The Great Depression or WWII. (SL.9-10.5, SL.9-10.6)
2. The students will investigate various sources and present information so listeners can follow their line of reasoning, using correct PowerPoint guidelines: font size, bullets, background, readability, and content. (SL.9-10.1, SL.9-10.2, W.9-10.7)
3. **The students will present information and evidence utilizing effective speaking skills: enunciation, tone, volume; eye contact, gestures, pacing. (SL.9-10.4)**

**Unit 5: Career Paper (25 days)**

**Description:** The students will select a famous trial in order to conduct relevant research and collect multiple appropriate sources for synthesizing an in-depth paper of 5-6 pages.

**Standards**

1. The students will cite evidence (through note-taking) of how information within a text supports their topic choices. (RI.9-10.1, RI.9-10.2)
2. **The students will compile information from eight to twelve sources and assess the usefulness of each in maintaining the flow of ideas. (RI.9-10.7, W.9-10.8, Formal Writing)**
3. **The students will compose a thesis statement which can be supported by their research. (W.9-10.2)**
4. **The students will generate an outline or idea map in order to organize their research and paper while providing topic sentences and focus for paragraph building. (W.9-10.2)**
5. **The students will introduce a topic, organize ideas, support, and defend their thesis statements with details, quotations, and transitions. (W9-10.2, Formal Writing)**
6. **The students will produce and edit work so it conforms to the guidelines in the MLA Handbook: title page, outline, in-text citations, and works cited page. (Formal Writing)**
7. **The students will review the elements of grammar, punctuation, usage and capitalization. (Formal Writing)**

**Unit 6: Shakespeare and Julius Caesar (25 days)**

**Description:** Students will learn about Elizabethan England, the life of William Shakespeare and read the play based on the Roman leader.

**Standards**

1. The students will develop their abilities to make meaning of language by learning Shakespearean language and phrases. (RI.9-10.4)
2. **The students will determine the meaning of two Shakespearean sonnets using their reading skills and ability to infer from context clues. (RL.9-10.1, RL.9-10.4)**
3. The students will understand the historical context of the play Julius Caesar by reading background and biographical information from The Elements of Literature book. (RI.11-12.3, RI.11-12.7)
4. **The students will distinguish between conflict and theme while evaluating the importance in the text. (RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4 RL.11-12.5, RL.11-12.6, RL.11- 12.7)**

**Unit 7: Creative Writing (25 days)**

**Description:** Students will explore creative writing by sampling the different aspects and genres of writing. They will also be exploring fiction and nonfiction short stories to help them in their writing.

**Standards**

1. Students will sample different writing genres such as poetry, nonfiction, fiction, and fantasy.( L.9-10.5, W.9-10.5)
2. Students will pick a genre and create a piece of writing using the rules of the genre they chose (W.9-10.6)
3. Students will evaluate a speaker’s point of view and reasoning in order to model that type of writing. (SL.9-10.3, L.9-10.3)
4. **Students will read samples of the type of genre that they wish to model. (RI.9-10.6, RL.9-10.9)**
5. Students will compose a piece of creative writing showing what they can do, and what they have learned about writing. (Formal Writing)

**Formal Writing** - For all formal writing assignments in a unit, the students will brainstorm, draft, revise, edit, and publish written work using technology. The students will demonstrate a command of Standard English grammar, capitalization, punctuation, and spelling. When researching, the students will cite digital and print sources in MLA format to avoid plagiarism. (W.11-12.4, W.11-12.5, W.11-12.6, W.11- 12.8, W.11-12.10, **L.11-12.1,** L.11-12.2, L.11-12.3)

**Reading nonfiction:** Students will read, understand and draw conclusions using textual evidence from nonfiction over the course of the year to improve their writing skills. (Formal writing, RI.11-12.10, W.9-10.9)

\*all days and works are subject to change if time becomes a factor with learning speeds.