

English Language Arts Grade 10 – ENG202

Course Description:

In this year-long course, you will explore the thematic concept of culture. Texts include Chinua Achebe's "Things Fall Apart", Sophocles' "Antigone", Susan B. Anthony's "On Women's Right to Vote," and the Nobel Prize acceptance speeches of Alexander Solzhenitsyn and Elie Wiesel. You will be challenged to use evidence from these texts in both your written and oral responses. For example, you will study the extent to which one's culture influences one's worldview, and incorporate textual evidence in a written argument. Research plays a role as you investigate the Ibo culture represented in "Things Fall Apart" and present your findings in a presentation with digital media. Film texts play a role when you analyze the degree of objectivity and subjectivity present in documentary films while also gathering evidence about environmental issues.

Semester TWO includes the following units:

UNIT 3 – Cultures in Conflict: In this unit, students continue the exploration of culture by examining what happens to a community when outsiders try to influence it. As students read and analyze Chinua Achebe's novel "Things Fall Apart", they will learn about the Ibo culture, make connections to their own culture, and consider the novel's characters and their responses to the cultural change. Although the unit is primarily a novel study, students will also have the opportunity to conduct research and present their findings in a group presentation. They will also have opportunities to refine their academic writing skills. Two poems and an interview with Chinua Achebe complement the novel. By the end of this unit, students should become more proficient in close reading, formal writing, literary analysis, research and communication.

UNIT 4 – Dramatic Justice: In this unit, students will explore how an author develops a character and uses character interaction to advance a narrative plot and to develop themes. By deconstructing monologues and presenting them in an oral presentation, students will demonstrate an understanding of the methods of characterization and how they influence visual delivery. The second half of the unit will focus on the classic Greek drama, "Antigone" by Sophocles analyzing the playwright's use of characterization to create conflict, advance the plot and develop a theme.

You can find all your readings within the course. If you would like, you can get a hard-copy "Springboard" textbook from your school. You can see PDF attachments in each Learning Unit for an online copy of the texts. You can access your book online. Springboard instruction is explicit teaching of learning strategies that empower students by equipping them with the skill to know when, why, and how to use them free of teacher support. In this program:

- Students are consistently exposed to the higher-order thinking skills and behaviors demanded of college-level work.
- Students practice close analysis with pre-AP and AP reading strategies, leading to an ability to independently analyze any new text.
- Students are confronted with increasingly challenging texts, both canonical and contemporary, fiction and nonfiction.
- Students are challenged by complex writing tasks in persuasion, argumentation, literary analysis, and synthesis in order to build capacity to write effectively in these rhetorical modes.

Course Objectives:

[English Language Arts Standards » Reading: Literature » Grade 9-10](#)

Key Ideas and Details

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

Craft and Structure

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).
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.
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.

Integration of Knowledge and Ideas

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
8. (Not applicable to literature)
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).

Range of Reading and Level of Text Complexity

10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.

English Language Arts Standards » Writing » Grade 9-10

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

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.)
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.
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.

Research to Build and Present Knowledge

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.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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.

Number/Description of Projects, Exams, Activities:

- 10 Activities – Within each of the units, students must complete formative activities. When completed, the activities provide feedback to students on ways to improve learning for better understanding.
- 2 Journal Discussion Assignments – At the end of each of the units, students will complete a journal assignment. The teacher and other students read each journal assignment and provides and feedback.
- 2 Embedded Assessments – Students use the writing process to complete essays and presentations.

Materials: All course materials have been approved for district use.

Timelines & Methods for evaluating student progress: Students are expected to log in daily and submit assignments on a weekly basis. Progress will be evaluated each month based progress towards assignment completion of assignments. This course meets state and district graduation requirements in the area of English.

Weekly contact will be conducted through a submitted assignment with instructor feedback. Students who do not submit an assignment are expected to email or call his/her instructor. Each student is expected to spend a minimum of five hours per week on this course. Additional hours may be necessary to complete the course successfully.