**Curriculum**

**English 10**

**Course Overview**

This course continues the study of language and literature begun in English 9 by introducing 10th grade students to authors such as Shakespeare, Dickens, Willis Hall, Chimamanda Ngozi Adichie, and Gene Luen Yang. The course complements students' study of history and global issues. Key principles of written communication are reinforced and developed, with additional emphasis on organization and the refinement of critical and analytical skills.

**Department Standards**

Students will:  
develop critical thinking skills that will encourage them to make connections between literature and both their own lives and other academic disciplines;  
develop an appreciation for literature through the comprehension and analysis of various genres;  
communicate their understanding and ideas effectively in a variety of written forms;  
articulate organized ideas through a variety of oral activities;  
expand and strengthen their vocabularies to enhance their ability to understand and communicate;  
and learn and apply the standard conventions of the English language in both speaking and writing.

**Benchmarks**:

1.1 Students will strengthen their ability to read for detail and to extract the main idea and relevant themes from the text with little or no teacher guidance.

1.2 Students will strengthen their development of active reading and listening skills which allow them to read independently so they can construct meaning beyond the literal level.

1.3 Students will strengthen their response to texts as expressions of the spectrum of shared human experience across a breadth of times and cultures.

1.4 Students will use writing and speaking for personal and academic growth.

2.1 Students will respond to literature in a variety of genres representing different traditions, time periods, and authors.

2.2 Students will understand and interpret texts in terms of specific literary and historical contexts.

2.3 Students will construct meaning beyond the literal level by understanding and interpreting a wider range of literary devices.

2.4 Students will continue to develop active reading and listening skills to identify and utilize salient features and devices to enhance their understanding and appreciation of texts.

3.1 Students will demonstrate an understanding of both the literal and figurative meaning of a text through summary, paraphrasing and analysis in written form.

3.2 Students will demonstrate an awareness of writing for different purposes using expository, persuasive, descriptive, and narrative writing and will demonstrate the ability to organize their ideas in a standard five-paragraph format (introduction containing thesis, body paragraphs and conclusion).

3.3 Students will use the writing process to organize and present their ideas in an effective format.

3.4 Students will develop their own ‘voice’ when writing and demonstrate the difference between formal and informal writing styles.

3.5 Students will explore and communicate ideas, draw conclusions, and compose personal responses in both formal and informal written style.

4.1 Students will demonstrate an understanding of both the literal and figurative meaning of a text through summarizing, paraphrasing and analyzing in oral form, using informal discussion as well as more formal types of oral assessment.

4.2 Students will explore and communicate ideas, draw conclusions, and compose personal responses in a variety of oral activities.

5.1 Students will expand and strengthen use and understanding of an increasingly varied vocabulary, some of which is text-based, so that their ability to communicate meaning effectively in multiple contexts is enhanced.

6.1 Students will build upon their knowledge and use of the standard structures and conventions of English grammar in order to speak, write, and think more effectively.

**Performance Indicators**

- students will identify and recall key events and characters and be able to articulate their significance

- students will identify important passages from a text and explain their significance

- students will craft an original short story incorporating the elements of fiction

- students will demonstrate understanding of the nuances of character through an oral presentation of a passage

- students will compose effective body paragraphs through the structured techniques of the eleven-sentence paragraph

- students will demonstrate understanding of the definitions and functions of the parts of speech

- students will demonstrate their engagement with and understanding of a text by developing and refining a personal system of note-taking, outlining, and textual annotations (throughout the year)

**Assessments**

- Student presentations on summer reading ‘choice’ text

- Original short story

- Reading journals

- Reading quizzes

- Creative monologues

- Several eleven-sentence or other sustained argument paragraphs

- Literary commentary test

- Short essays on selected literary features (character, setting, etc)

- Full -length analytical essays

- Regular vocabulary quizzes

- Written work reflecting grammatical accuracy and variety

**Core Topics**

- Introduction / review of literary analysis and academic writing

- The elements of fiction

- The historical novel

- Shakespearean comedy/romance

- Literary analysis

- Grammar and vocabulary study

**Specific Content**

- How an author explores questions about identity and culture through conflict and characterization

- Review of plot, types of conflicts, setting, characterization, point of view, mood, tone, types of irony, figurative language, and theme

- Reinforcement of techniques for active reading

- Conventions of Shakespearean drama

- The history and evolution of the novel from serial publication to contemporary forms

- How an author explores historical and current events through fiction

- Close analysis of a given passage

- Structure of literary analysis

- Personal vocabulary building through online platform

**Resources**

Summer Reading texts

*The Tempest*

*A Tale of Two Cities*

*The Long and the Short and the Tall*

*Purple Hibiscus*

*American Born Chinese*

Selected Short Stories and Travel Essays

Membean Online Vocabulary Account