

a-g English 10 (CA Standards)

Course Description:

Overview:

A-G English 10 (CA Standards) is a California Common Core Standards-based course. It is designed to guide students through the process of developing academic literacy, CA Common Core standards grade 9 literary analysis, vocabulary development, critical thinking skills, and interpretation of functional workplace documents. Students will read from wide variety of world literature including short story, non-fiction, drama, poetry, and novels, and will analyze recurrent patterns and themes in historically or culturally significant works. Students will complete a variety a writing assignments that will continue to develop and enhance their skills in composing narrative, expository, persuasive, and descriptive essays. Students will refine their writing skills by focusing on the mechanics of language and vocabulary development. This course provides students with the opportunity to develop the language skills that will prepare them for real-world situations and promote college and career readiness.

Prerequisite: None Recommended

Corequisite: None Recommended

Course Content:

Collection 1: Ourselves and Others

1. Collection Description: This collection explores how we interact with other people-- family, enemies, neighbors, strangers, and those with whom we disagree.

Anchor Texts: "What, of This Goldfish, Would You Wish?" by Etgar Keret, Court Opinion by William J. Brennan from Texas v. Johnson Majority Opinion, "American Flag Stands for Tolerance", Editorial by Ronald J. Allen

Novel: The Crucible by Arthur Miller

Demonstration:

Selection: The student will be able to...

"What, of This Goldfish, Would You Wish?"

- Analyze the the impact of cultural background on point of view
 - Speaking Activity: Discussion

Court Opinion *"American Flag Stands for Tolerance"*

- Analyze a Supreme court opinion, cite evidence used to make inferences and editorial, and compare to text by analyzing the impact of word choice
 - Writing Activity: Comparison
 - Writing Activity: Analysis

“My So-Called Enemy”

- Analyze how director unfolds a series of ideas to advance a purpose and a point of view
 - Speaking Activity: Argument

“The Lottery”

- Analyze a writer’s choices in terms of pacing, word choice, tone, and mood
 - Writing Activity: Letter

“Without Title”

- Support inferences about theme
 - Speaking Activity: Oral Narrative

2. Assignment:

Performance Task - Writing Activity: Comparison

The Supreme Court determines whether official actions follow the constitution. In *Texas v. Johnson*, the Court’s ruling centered on the First Amendment. Compare ideas in the decision and the amendment:

First Amendment - Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for redress of grievances.

- Identify concepts that are discussed in both documents. How does each document address them?
- In a paragraph, compare the two documents. Support your points with examples from both texts.

Students will be paired to identify and take notes about the concepts discussed in both documents and how those concepts are developed. Students will work individually on a one paragraph comparison of the two documents, supporting ideas with examples from their notes.

Students will learn to...

- Cite textual evidence
- Determine a central idea and analyze its development
- Analyze how an author’s ideas are developed by particular sentences or paragraphs
- Delineate and evaluate the argument and specific claims in a text; identify false statements.

1. Collection Description: The collection explores how we are intertwined with nature: We affect it as much as it affects us.

Anchor Texts: “Called Out”, by Barbara Kingslover, “My Life as a Bat” by Margaret Atwood
Novel: Sense and Sensibility by Jane Austen

Demonstration:

Selection: The Student will be able to...

“Called Out”

- Determine a central idea in an essay and figurative , connotative, and technical meanings of words and phrases
 - Speaking Activity: Analysis

“When I Heard the Learn’d Astronomer”

- Identify the theme of a poem through writing an objective summary that states the key events and ideas in the poem
 - Writing Activity: Comparison

From *Hope for Animals and Their World*

- Analyze an author’s claim and purpose
 - Writing Activity: Analysis

“My Life as a Bat”

- Analyze a writer’s choices in terms of structure, figurative meaning, and tone
 - Speaking Activity: Research

“Carry”

- Support inferences about theme
 - Speaking Activity: Discussion

2. Assignment:

Performance Task - Writing Activity: Research Report

- Choose three of the texts you have read, including the anchor text “Called Out”, that illustrate ways in which humans interact with the natural world. Identify one aspect of the interaction between humans and nature represented in the three chosen texts, and conduct additional research about it. Write a report that develops your central finding about our relationship with nature.

Plan - Analyze the Tests:

- Reread “Called Out”, and identify how Barbara Kingslover illustrates an interaction between humans and nature. Make notes about specific details and evidence from the text. Then, review your other two chosen texts and note any relevant details about interactions between humans and nature. Be sure to identify only one aspect of our relationship with nature that appears in all three texts. This will be the central idea in your research report.

Plan - Research:

- Once you have established your central idea and have sufficient evidence from the three texts, you will gather additional evidence to support this idea from other print or online resources.

Locate information on your topic by searching in books, and magazines, or on the Internet. If you are using the Internet, be sure to use reliable sources such as well-known publications or government sites. Avoid personal or blogs, which may advocate a particular point of view.

Make note of any important details or quotations on index cards. Include reference information on your card. You will need this later when you cite the text.

Plan - Get Organized:

Organize your details and evidence in an outline.

- Decide what organizational pattern you will use for your report. Will you support your central idea by presenting the evidence text by text? Or, will you provide reasons that support your thesis followed by specific references to your chosen texts and additional research?
- Decide which textual and research evidence most effectively supports and enhances the key points expressed in your central idea.
- Use your organizational pattern to sort your textual evidence and research information into a logical order.
- Select an interesting quotation or detail to introduce your research report.
- Jot down some ideas for your concluding section.

Produce - Draft Your Report

Write a draft of your report, following your outline.

- Introduce the topic of your central idea. You can begin your report with a broad statement and narrow the scope of your topic as you develop your report.
- Present your details, facts, quotations, and examples from the texts in logically ordered paragraphs. Include appropriate citations for any facts or quotations.
- Use headings to indicate a transition to a new section.
- Write a concluding section that summarizes your research findings. End your report with a universal closing statement about the relationship between humans and nature based on the information presented in your report.
- Create a reference page or Works Cited list. You will need to include each author's last and first name; the title of the book, magazine or website; year of the publication; the publisher; and other details. Refer to the MLA Citation Guide for additional assistance.

Revise - Improve Your Draft

Revise your draft to make sure it is clear, coherent, and engaging. Ask yourself these questions as you revise:

- Have I introduced my central idea clearly? Does my introduction engage the reader?
- Have I presented relevant evidence from the texts and outside resources to support the discrete points of my central idea?
- Is my report logically organized? Are facts and quotations relevant to the central idea? Do I need to incorporate additional transitions?

- Have I maintained a formal style, avoiding slang and nonstandard English?
- Does my conclusion follow logically from the body and provide a satisfying ending?

Present Your Report - When your final draft is completed, take turns sharing your reports and a small group. Take notes while your classmates are presenting, and be prepared to ask and respond to questions.

Students will learn to...

- Cite textual evidence
- Determine a central idea in an essay and figurative, connotative, and technical meanings of words and phrases

Collection 3: Responses to change

1. Collection Description: This collection explores how change is inevitable; how we respond to it reveals who we are.

Anchor Texts: *Novella* translated by David Wyllie from *The Metamorphosis*, *Graphic Novel* from *The Metamorphosis*, *Documentary Film* from *Rivers and Tides*.

Demonstrations: The student will be able to...

Novella from The Metamorphosis

- Cite text evidence to support inferences
 - Speaking Activity: Discussion

Graphic Novel from The Metamorphosis

- Analyze representations in different mediums
 - Speaking Activity: Comparison

From Simplicity

- Use cause-and-effect relationships to make connections between ideas and events
 - Writing Activity: Analysis

“Magic Island”

- Analyze language and make inferences about the theme of a poem
 - Writing Activity: Argument

Documentary Film- from Rivers and Tides

- Analyze the development of ideas in a documentary
 - Media Activity: Reflection

2. Assignment:

Performance Task - Speaking Activity: Discussion

From *The Metamorphosis*- What can you infer about the kind of person Gregor is based on how he responds to the change he has undergone?

- Make notes about the progression of Gregor’s thoughts and actions in the selection.

Synthesize your findings to make inferences about Gregor’s character, and jot down at least two adjectives that describe his personality.

- Use your notes to respond to this question in a group discussion: Does being changed into a “horrible vermin” really change Gregor? Why or why not? Write a summary of your group’s answer.

Students will learn to..

- Cite textual evidence to support inferences
- Analyze representations in different mediums

Collection 4: How We See Things

1. Collection Description: This collection explores our view of the world and how it depends not only on our five senses but also on technology and surprising insights.

Anchor Tests: “We grow accustomed to the Dark” and “Before I got my eye put out”, by Emily Dickinson, “Coming to Our Senses” Science Essay by Neil de Grasse Tyson

Novel: Of Mice and Men by John Steinbeck

Demonstration:

Selection: The student will be able to...

“We grow accustomed to the Dark”

- Identify and compare poetic structure across to poems as well as paraphrase and summarize ideas
 - Writing Activity: Essay

“Before I got my eye put out”

“Coming to Our Senses”

- Analyze the development of ideas in nonfiction
 - Speaking Activity: Discussion

“The Math Instinct”

- Determine meaning and analyze ideas
 - Writing Activity: Research

“The Night Face Up”

- Cite textual evidence and analyze how an author uses parallel plot, tone, pace, and foreshadowing to create tension
 - Writing Activity: Analysis

“Musee des Beaux Arts”

- Analyze representations in different mediums
 - Speaking Activity: Comparison

2. Assignment:

Performance Task - Writing Activity: Analytical Essay

The speaker in a poem is not usually the author. A speaker can be a persona, or character, who reveals his or her thought and feeling. Poems can often have a meaning beyond their literal meaning. Both of these poems are metaphorical - that is, they are not only about the literal loss of sight or physically stumbling in the darkness. Explored the metaphor of sight in Dickinson's poems by writing an analytical essay.

- Identify what the speaker loses in "Before I got my I put out" and explain the speaker's reaction to that loss. Would the speaker in "We grow accustomed to the Dark" react differently to the same loss?
- In your essay, explain your interpretation of the attitude of each speaker toward sight.
- Cite evidence from each poem to support your ideas, and use the conventions of standard English.

Students will learn to...

- Cite textual evidence
- Determine the meaning of words and phrases
- Write informative essays to examine complex ideas

Collection 5: Absolute Power

1. Collection Description: This collection examines human ambition; its' timelessness and its' fruits are fleeting.

Anchor Text: The Tragedy of Macbeth, Drama by William Shakespeare

Novel: Julius Cesar by William Shakespeare

Demonstration:

Selection: The student will be able to...

"Why Read Shakespeare?"

- Analyze the use of rhetoric in an argument
 - Speaking Activity: Argument

The Tragedy of Macbeth

- Analyze interactions between characters and theme
 - Writing Activity: Analysis
 - Speaking Activity: Discussion
 - Writing Activity: Analysis
 - Speaking Activity: Debate
 - Writing Activity: Argument

From Macbeth on the Estate

- Analyze representations of a scene
 - Speaking Activity: Argument

From Holinshed's Chronicles

- Analyze historical text
 - Speaking Activity: Discussion

"The Macbeth Murder Mystery"

- Analyze how an author draws on Shakespeare
 - Writing Activity: Narrative

“5:00 P.M., Tuesday, August 23, 2005”

- Make and support inferences about word choice
 - Speaking Activity: Poetry Reading

2. Assignment:

Performance Task - Writing Activity: Analysis

How does dramatic irony intensify the impact of Act III?

- Create a three-column chart with these headings: Lines; What characters do or say; What the audience knows.
- With a partner, identify the two strongest instances of dramatic irony in Act III, and complete the chart with details from those instances.
- Using details from your chart, discuss in a paragraph or two the impact of dramatic irony on the audience's understanding of Macbeth's character.
- Exchange papers with your partner. Partners will read each other's papers to be sure they include details from the chart. Partners will then make suggestions for revisions and grammar, usage, and clarity.
- Make any necessary revisions from suggestions provided by your partner.

Students will learn to...

- Analyze an author's choices concerning structure
- Write informative essays to examine complex ideas

Collection 6: Hard-Won Liberty

1. Collection Description: This collection travels around the world to explore how people win their freedom from oppression.

Anchor Text: Letter from Birmingham Jail, Argument by Martin Luther King Jr.

Novel: Julius Cesar by William Shakespeare

Demonstration:

Selection: The student will be able to..

Letter from Birmingham Jail

- Analyze argument in a seminal document
 - Writing activity: Comparison

Revolution

- Analyze evidence and ideas in a functional document
 - Speaking Activity: Research

Letter to Viceroy, Lord Irwin

- Analyze an argument and rhetoric and compare accounts in different mediums
 - Writing Activity: Analysis

From Gandhi: The Rise to Fame

- Analyze an argument and rhetoric and compare accounts in different mediums
 - Speaking Activity: Debate

The Briefcase

- Analyze interactions between character and theme in a short story
 - Writing Activity: Personal Letter

Cloudy Day

- Analyze how a poem’s shift in tone contributes to its theme
 - Speaking Activity: Discussion

2. Assignment:

Performance Task - Speaking Activity: Debate

Which communicates Gandhi’s ideas more effectively, the letter or the film? Decide by participating in a debate.

- Form teams of two to three students each, with half defending the letter as more effective and half defending the film clip. Each team should gather evidence from both the letter and the film to support its position.
- Prepare a chart with the following headings: Key Idea, How to Best communicate Idea, Why This Communication is Effective, How Other Medium is Less Effective.
- Follow the rules for debating: A formal debate is not a shouting match-- rather, a well-run debate is an excellent forum for participants to express their viewpoints, build on others ideas, and have a thoughtful, well-reasoned exchange of ideas. The moderator will begin by stating the topic or issue and introducing the participants. Participants should follow the moderators instructions concerning whose turn it is to speak and how much time each speaker has.
- Afterward, write a brief evaluation which side presented a more compelling case. How effectively did the team present reasons and evidence, including evidence from text, to support their position:

Students will Learn to...

- Cite textual evidence
- Participate in collaborative discussions with diverse partners.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Primary
CA Standards-based textbook (This course is aligned to the 2015 Collections Grade 10)	Kylene Beers, Martha Hougen, Carol Jago, Williams L. McBride, Erik Palmer and Lydia	Houghton Mifflin Harcourt	2015	Yes

<u>Houghton Mifflin Harcourt</u> textbook, but it is designed to work with the following CA standards aligned textbooks as well)	Stack			
<u>Mirrors & Windows, Connecting with Literature Common Core State Standards Edition, Level V</u>	EMC Publishing	EMC Publishing	2012+	Yes
<u>Pearson myPerspectives™ English Language Arts</u> Grade 10	Elfrieda “Freddy” Hiebert, Ph.D.; Kelly Gallagher; Ernest Morrell, Ph.D.; Jim Cummins	Pearson	2017	Yes

Library Texts

Title	Author	Publisher	Edition	Read in entirety
Julius Cesar	William Shakespeare	Simon & Schuster	2003/ Reissue	Yes
Sense and Sensibility	Jane Austen	Barnes and Noble	2004/ Reissue	Yes
The Crucible	Arthur Miller	Penguin Publishing Group	2003	Yes
Of Mice and Men	John Steinbeck	Penguin Publishing Group	20156	Yes