

MORENO VALLEY HIGH SCHOOL LANGUAGE ARTS 10 CURRICULUM

Course Title: Language Arts 10 Course Number: 1002

Department: English/Language Arts ADS Number: 1002

Prerequisites: English 9

Length of Course: Year long Credit/PRI Area: .5 per semester Grade Level(s): 10

COURSE DESCRIPTION

English 10 is a seminar-based course that incorporates all Humanities: Philosophy, religion, history, literature, language, and fine arts in a study of the great world thinkers, writers, playwrights, and artists. Daily/weekly readings, conversations, formal and informal writing assignments guide the class during the understanding/examination of seminar topics. Basic language conventions such as grammar, editing skills, and vocabulary are given attention as a basis for active concise communication – oral and written. Descriptive and narrative essays, and short stories in which characterization is the major component, comprise the writing focus of English 10.

SYLLABUS

- I. The Short Story – Reading short stories examining plotline, characterization, theme, symbol, setting, tone, style, and point of view. Students write short stories focusing on one of the above as well as papers analyzing the story or one of its aspects. Students also look at children’s literature and are required to write and illustrate a children’s book. Presentations of their stories are part of the unit requirement. Outside readings and seminars are included in this unit.
- II. The Novel – Student’s read and study in-depth a novel from the list in class. The novel and outside readings are discussed and papers are due on topics that the discussion and the novel itself inspire. One seminar takes place in this unit.
- III. Poetry – The poem as a movement within our society. Students study the structure of poetry and literary devices. They learn to recognize these devices and write 2-3 TEM papers in which these devices are identified and state the effect on the reader and the meaning within the poem. This is a precursor to AP and SAT essay writing. A poetry project and presentation to the class is part of this section. Seminars.
- IV. The Play (is the thing) – Students read Shakespeare aloud in class questioning the reading and the character’s motivation. The poetry of Shakespeare’s writing is stressed and TEM papers are written. Two student performances are part of this unit in which a group performs lines from the play and each student must memorize an individual monologue. The requirements for these are more rigorous than the previous year.
- V. The Novel – Another novel is studied – same as above.
- VI. Speech – Students are required to write and perform a persuasive essay/speech that is a minimum of 7 minutes long. Considerable class time is given to examining the components of a good speech, editing, gestures, note cards, visual aids, professionalism, eye contact and preparedness.
- VII. The Short Story Redux – same as above – a chance for students to write more on their own – creative writing. Peer editing and Characterization is stressed in this final unit.

STRATEGIES

Socratic Practice

Individual Writing Conferences

Plentiful Instruction and Feedback on formal writings

Didactic Instruction in grammar, language, and usage as necessary

Public speaking and presentation

ASSESSMENTS

- **Forced Choice Items** – multiple choice tests, true/false, fill-in-the-blank, matching.
- **Essay Questions**
- **Performance Tasks** – TEM papers, poetry, discussion, speeches, presentations etc.
- **Socratic Seminar Rubric** – The framework of the rubric is listed below:
 1. **ACADEMIC SKILLS** – Textual understanding; speaking; listening; knowing how to learn; critical thinking
 2. **SOCIAL SKILLS** – Teamwork; Sensitivity/Good manners
 3. **PERSONAL SKILLS** – Honesty and integrity; Willingness to accept criticism; Responsibility and initiative
- **Teacher Observation** – Group participation and skill development
- **Student Self-Assessment** – Students reflect on what they learned, strengths and weaknesses, and goal setting

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Brave New World

All Quiet on the Western Front

Grendel

Beowulf

The Odyssey

Zen and the Art of Motorcycle Maintenance

Faustus

Things Fall Apart

Animal Farm

The Chosen

Mythology

Shakespeare: Hamlet, Twelfth Night

Textbooks

Themes in World Literature – Greatness

Mapping the Future

The Belford Reader

SUGGESTED TITLES/AUTHORS WEB SITES

<http://rinkworks.com/brainfood/practical.shtml>

<http://www.mycoted.com/creativity/puzzles/puzzles.php>

<http://eluzions.com/Puzzles/Lateral/>

<http://www.puzz.com/sudokus.html>

COURSE TITLE: English 10

Teacher: Sternhagen

Draft: January 2006

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<http://www.puzz.com/kimsriddles.html>
http://www.edhelper.com/logic_puzzles.htm
<http://www.wikipedia.com>
<http://www.Bartleby.com>
<http://www.LitVillage.com>
<http://www.pbs.org>
<http://www.shakespeare.org.uk>
<http://www.shakespeare.com>
http://jade.ccccd.edu/jmiller/English_2342_Resource_Links.htm

SEMINAR PIECES OR THEMES

Laches, Self-Reliance, Walden, The Case for Tragic Optimism, The Power of Non-Violence, The Upanishads, The One Straw Revolution, others TBA

STRAND I: READING AND LISTENING FOR COMPREHENSION

CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.

A. BENCHMARK: Listen to, read, react to, and analyze information

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10	<ol style="list-style-type: none">1. Produce reminiscences (about a person, event, object, place, animal) that engages the audience by:<ul style="list-style-type: none">• using specific sensory details with purpose• explaining significance from an objective perspective• moving effectively between past and present• recreating a mood2. Respond reflectively (through small group discussion, class discussion, journal entry, essay, letter, dialogue) to written and visual texts.3. Create responses that evaluate problems and offer solutions to a reader or listener by:<ul style="list-style-type: none">• clearly stating the problem and relevant issues• determining the significance of the problem• focusing on a neutral audience• logically organizing the solutions for a specific audience• offering and evaluating effective solutions• creating a sense of resolution or closure4. Evaluate the information, explanations, or ideas of others by:<ul style="list-style-type: none">• identifying clear, reasonable criteria for evaluation• applying those criteria using reasoning and substantiation	<ol style="list-style-type: none">1. Write a 3 page narrative essay stressing mood using the senses and write a short story in which an accurate portrayal of a situation is accomplished moving from the past to the present or vice versa.2. Journal entries and group discussions on topics presented on the interwrite board daily/weekly.3. Discussion, seminar on difficult texts or material brought to the classroom.

STRAND I: READING AND LISTENING FOR COMPREHENSION

CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.

B. BENCHMARK: Synthesize and evaluate information to solve problems across the curriculum

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10	1. Use a variety of information resources to critically interpret and evaluate experiences, language, and ideas. 2. Make extensive use of primary sources when researching a topic and make in-depth analyses of the validity and reliability of primary source information. 3. Use multiple resources to gather information to evaluate problems, examine cause and effect relationships, and answer research questions to inform an audience.	1-3. Research and presentation project. Student will get information from a variety of sources, synthesizes the information, make their own conclusions and present the information to the class by making a technological presentation. A formal essay is part of this component.

STRAND I: READING AND LISTENING FOR COMPREHENSION
CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.

C. BENCHMARK: Demonstrate critical thinking skills to evaluate information and solve problems

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10	1. Examine controversial issues by: <ul style="list-style-type: none"> • sharing and evaluating personal response • researching and summarizing data • developing a framework in which to discuss the issue (creating the context) • compiling personal responses and researched data to organize the argument • presenting data in various forms (e.g., graph, essay, speech, video) 2. Critically interpret and evaluate experiences, literature, language, and ideas by: <ul style="list-style-type: none"> • making generalizations supported by specific references • reflecting on observations and their relationship to a current viewpoint • distinguishing fact from fiction and recognizing personal bias 3. Identify critical questions that would lead to a broader understanding of a selection. 4. Identify complex literary terms and find examples in text. 5. Read critically and independently to draw conclusions from research.	1. Read, work-up and write seminar questions on controversial texts or news pieces. <ul style="list-style-type: none"> • Discuss questions • Decide on seminar questions • Seminar • Write essay and /or conclusion based on seminar 2. Read, work-up and write seminar questions on controversial texts or news pieces. <ul style="list-style-type: none"> • Discuss questions • Decide on seminar questions • Seminar • Write essay and/or conclusion based on seminar 3. Read, work-up and write seminar questions on controversial texts or news pieces. <ul style="list-style-type: none"> • Discuss questions • Decide on seminar questions • Seminar • Write essay and/or conclusion based on seminar 3. TEM 5. Research Project -

STRAND I: READING AND LISTENING FOR COMPREHENSION**CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.**

D. BENCHMARK: Apply knowledge of reading process to evaluate print, non-print, and technology-based information

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10	1. Pose questions prompted by text and research answers by: <ul style="list-style-type: none"> • accessing cultural information or explanations from print and non-print media sources • prioritizing and organizing information to construct a complete and reasonable explanation 2. Analyze the ideas of others by identifying the ways in which writers: <ul style="list-style-type: none"> • introduce and develop a main idea • choose and incorporate significant, supporting, relevant details • relate the structure/organization to the ideas • use effective word choice as a basis for coherence • achieve a sense of completeness and closure 3. Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of works that relate to an issue, author, or theme. 4. Identify complex, implicit hierarchic structures in informational texts and relationships between the concepts and details in these structures.	1. Research project: My Ancestors – Where Did I come From? This is in conjunction with the Science class Student research blood type, tongue rolling and other simple genetic factors and determine where their ancestors came from and trace the migration of their ancestors. <ul style="list-style-type: none"> • Information is compiled • Prioritized • Matched to known history • Scientifically documented • Edited • Presented in essay and technological format 2. Evaluate technological and literary works for: <ul style="list-style-type: none"> • Main ideas • Supporting details • Diction • Denouement • Plotline 3. Read, respond to by either writing or discussing or seminar on various texts. 4. Read, work-up and discuss/seminar difficult texts.

STRAND II: WRITING AND SPEAKING FOR EXPRESSION**CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.**

A. BENCHMARK: Communicate information in a coherent and persuasive manner using verbal and non-verbal language

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10	1. Produce responses to editorials/literature for a neutral audience by providing: <ul style="list-style-type: none"> • a clearly stated position or proposed solution • relevant, reliable support 2. Make well-informed and well-organized formal presentations with a clear main point, adjusting the message, wording, and delivery to the particular audience and context. 3. Defend argumentative positions on literary and non-literary issues by: <ul style="list-style-type: none"> • sharing and evaluating initial personal response • presenting researched and summarized information • creating a context to discuss the issue • researching and compiling data to organize the argument • presenting data 	1. Read pieces in various texts (Washington Post, New York Times, Taos News) and respond after establishing : <ul style="list-style-type: none"> • Position • Support 2. Adjust message and wording for audience to above texts, articles. 3. Seminar on argumentative positions after collecting background information and statistics and data to uphold position.

STRAND II: WRITING AND SPEAKING FOR EXPRESSION
CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.

B. BENCHMARK: Apply grammatical and language conventions to communicate.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10	1. Demonstrate appropriate manuscript requirements that include title page, pagination, spacing and margins, and integration of source and support material (e.g., citations, reference lists, and direct quotations) with appropriate punctuation and format. 2. Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).	1-2. Research paper using MLA format . Research project: My Ancestors – Where Did I come From? This is in conjunction with the Science class Student research blood type, tongue rolling and other simple genetic factors and determine where their ancestors came from and trace the migration of their ancestors. <ul style="list-style-type: none"> • Information is compiled • Prioritized • Matched to known history • Scientifically documented • Edited • Presented in essay and technological format

STRAND II: WRITING AND SPEAKING FOR EXPRESSION
CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.

C. BENCHMARK: Demonstrate competence in the skills and strategies of the writing process to inform and persuade

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10	1. Write to stimulate the emotions of the reader. 2. Clearly articulate a position through the use of a thesis statement, anticipate and deal with counter-arguments, and develop arguments using a variety of methods such as: <ul style="list-style-type: none"> • examples and details • commonly accepted beliefs • expert opinions • quotations and citations • cause and effect • comparison and contrast reasoning 3. Differentiate among literal, figurative, and connotative meanings.	1. Write a short story in which tone is stressed or the main component. 2. Research paper <ul style="list-style-type: none"> • Must contain expert opinion • Quotes • Cause and effect • Compare and contrast • Conclusion not commonly held 3. Read literal, figurative and connotative texts and differentiate between among them – write their own.

STRAND III: LITERATURE AND MEDIA
CONTENT STANDARD 3: STUDENTS WILL USE LITERATURE AND MEDIA TO DEVELOP AN UNDERSTANDING OF PEOPLE, SOCIETIES, AND THE SELF.

A. BENCHMARK: Use language, literature, and media to understand the role of the individual as a member of many cultures

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10	1. Analyze actions that reflect motivations based on culture, personal history, environment, and society. 2. Analyze the results of a character's actions on the basis of the character's culture and society. 3. Describe the significance of selected works on societies and cultures.	1. Journals, personal histories, essays, research project – Who Am I? 2. Nature or Nurture discussion/Seminar, Essay 3. Seminar on philosophy of The Greeks: Plato, Aristotle etc

STRAND III: LITERATURE AND MEDIA
CONTENT STANDARD 3: STUDENTS WILL USE LITERATURE AND MEDIA TO DEVELOP AN UNDERSTANDING OF PEOPLE, SOCIETIES, AND THE SELF.

B. BENCHMARK: Understand literary elements, concepts, and genres

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10	<ol style="list-style-type: none"> 1. Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a literary work. 2. Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks). 3. Analyze the ideas of others by identifying the ways in which writers: <ul style="list-style-type: none"> • introduce and develop a main idea • choose and incorporate relevant details • relate the organization to the ideas • use effective word choice as a basis for coherence • achieve a sense of completeness and closure 	<ol style="list-style-type: none"> 1. Read classic literary works: The Yellow Wallpaper, A Good Man is Hard to Find etc. Analyze for Foreshadowing, Flashbacks, Irony, and other literary devices. 2. Write short stories stressing one of the above literary devices.