

ENGLISH 10 COURSE SYLLABUS

Course Title: English 2

Department: English Language Arts

Course Description:

This course emphasizes preparation for the MCAS exam by building skills in critical thinking, reading comprehension, and the writing process. Literary works studied may include *The Catcher in the Rye*, *A Separate Peace*, *To Kill a Mockingbird*, *Early Autumn*, *Night*, and *The Merchant of Venice* or *Taming of the Shrew*. Grammar exercises, literary devices, and PSAT-, SAT- and MCAS-related literature are used in the writing exercises and literature analysis as preparation for standardized exams.

Primary Course Materials:

An asterisk (*) indicates a required title.

Anthology:

*Bowler, Ellen, Douglas McCollum, et. al. *Prentice Hall Literature: Platinum Paramount Edition*. Englewood Cliffs, NJ: Prentice Hall, 1994.

Novels:

**To Kill a Mockingbird* by Harper Lee
**Catcher in the Rye* by J.D. Salinger
**Ordinary People* by Judith Guest
**Night* by Elie Wiesel
Early Autumn by Robert Parker
The Glass Castle by Jeannette Wells
October Sky by Homer Hickam
*excerpt from *Of Time and the River* by Thomas Wolfe

Poetry:

*"Shall I Compare Thee to a Summer's Day" by William Shakespeare
*"Richard Cory" by Edwin Arlington Robinson
"Mirror" by Sylvia Plath
"Lucinda Matlock" by Edgar Lee Masters

Drama:

**The Merchant of Venice* or *The Taming of the Shrew* or *A Midsummer Night's Dream*
by William Shakespeare

Non-Fiction:

excerpts from *Letter from a Birmingham Jail* by Martin Luther King, Jr.
excerpt from *The Narrative of the Life of Frederick Douglass*
excerpts from "Growing up Black in the 1930s in McCulley's Quarters" by

Peacolia Barge

excerpt from *I Never Had It Made: An Autobiography of Jackie Robinson*

“Jim Crow Laws” www.nps.gov/malu/documents/jim_crow_laws.htm

“Teaching about the Holocaust” U.S. Holocaust Museum

*excerpt from “Choosing and Caring for Paintbrushes” by Bernard Gladstone

*excerpt from *Black Boy* by Richard Wright

Short Stories:

“The Masque of the Red Death” by Edgar Allen Poe

“The Lie” by Kurt Vonnegut

Recommended Films:

The Taming of the Shrew Franco Zefferelli, Director, 1967.

The Merchant of Venice Michael Radford, Director, 2004.

To Kill a Mockingbird Robert Mulligan, Director, 1962.

The Last Days Steven Spielberg, Producer, 1998.

One Survivor Remembers Kary Antholis, Director, 1995.

A Time to Kill Joel Schumacher, Director, 1996

Finding Forrester Gus Van Sant, Director, 2000.

White Squall Ridley Scott, Director, 1996.

Grammar:

Chin, Beverly Ann, ed. *Grammar for Writing: Level Orange 10*. New York: Sadlier-Oxford, 2007.

MCAS/PSAT/SAT Preparation:

Comber, Geoffrey, Howard Zeiderman, and Kevin Dungey. *SAT Preparation For Critical Reading: The Touchstones Method*. Annapolis: CZM Press, 1995.

Miller, Carol Rawlings. *Strange Bedfellows*. Portsmouth, NH: Heinemann, 2008.

Essential Questions:

Thematic Concept: Coming of Age

How does a person grow up?

How does a person construct his/her identity?

What does it mean to be an outsider?

How does a person’s experience shape his/her view of others?

How do people make decisions for themselves when others try to do it for them?

How does what a person know about the world shape the way he/she views him/herself?

Course Objectives:

MHS Learning Expectations:

Melrose High School students will:

- Write effectively using standard English
- Demonstrate the ability to read effectively
- Demonstrate the ability to communicate effectively
- Demonstrate the ability to use technology responsibly and effectively

MHS Grade 10 English Course Goals:

Students will be able to:

- I. Write compositions that reflect knowledge of formal written English, including appropriate ideas, organization, voice, word choice, and sentence fluency.
- II. Read age and grade-level appropriate fiction and non-fiction for comprehension and analysis.
- III. Write a five to seven paragraph essay, using pertinent examples to support their points, in response to a prompt concerning a work of literature they have read.
- IV. Complete a short research paper, using MLA style, examining some aspect of a text read in class that year.
- V. Present a monologue that is selected from the literature studied in grade ten.

Content Outline:

Due to availability of books and individual class necessities, some substitution and reorganization of the order in which units are taught may be necessary.

Unit: “Viewing Ourselves and Others”

At the start of the year, students will be introduced to and review literary terms. Students also begin discussing how events in a person’s life affect his or her perspective. In addition to other supplementary materials, teachers will select from the following works:

To Kill a Mockingbird by Harper Lee

“Mirror” by Sylvia Plath

excerpt from *Black Boy* by Richard Wright

The culminating activities of this unit will include a core assignment that is a written essay analyzing close relationships in *To Kill a Mockingbird*. There will also be an open response question on the connection between new environments and feelings of insecurity. Additional assignments will be determined and specified according to class needs.

Unit: “Entering Adulthood”

Students will discuss and examine the events in a person’s life that help lead that person into adulthood. They will reflect on their own experiences and use that background to inform their reading of the literature. In addition to other supplementary materials, teachers will select from the following works:

Night by Elie Wiesel
Early Autumn by Robert Parker
excerpt from *Of Time and the River* by Thomas Wolfe

The culminating activities of this unit will include a written analysis of the changes experienced by the characters in *Night*. There will also be an open response question on the use of metaphor in forming meaning in poetry. The specific requirements and details of additional assignments will be determined and specified according to class needs.

Unit: “Insiders and Outsiders”

Students will begin to discuss and examine how society places people into groups of “insiders” and “outsiders” and what that designation means for the people in those groups. Students will draw on their own experiences to inform their reading of the literature. In addition to other supplementary materials, teachers will select from the following works:

The Merchant of Venice or *The Taming of the Shrew* or *A Midsummer Night’s Dream* by William Shakespeare

“Shall I Compare Thee to a Summer’s Day” by William Shakespeare

The culminating activities of this unit will include an analysis and presentation of either a Shakespearean sonnet or a monologue taken from one of the above plays. There will also be an open response that is a poetry analysis discussing the use of metaphor in “Shall I Compare Thee to a Summer’s Day.” The specific requirements and details of additional assignments will be determined and specified according to class needs.

Unit: “Decision-Making”

Students will discuss and explore the decision-making process and the influence that one’s experiences and society have on that process. In addition to other supplementary materials, teachers will select from the following works:

The Catcher in the Rye by J.D. Salinger

“Richard Cory” by Edward Arlington Robinson

Ordinary People by Judith Guest

excerpt from “Choosing and Caring for Paintbrushes” by Bernard Gladstone

The culminating activities of this unit will include an analytic essay discussing how authors use decision-making to help in defining characterization. There is also one open response question that asks students to discuss how having the correct information informs one’s decision making and another discussing the use of literary devices in forming meaning in poetry. The specific requirements and details of additional assignments will be determined and specified according to class needs.

Unit: “Research Strategies”

Students will fulfill the departmental research requirement by writing about the social and historical setting of any text they have read this year. Students must develop a thesis that discusses influences on the author’s writing. They will complete pertinent research and write a MLA-formatted four-to-six page paper that represents a synthesis of ideas gleaned from a variety of sources.

Content Outline continued:

Literary Devices:

Night – juxtaposition, Mood, Parallelism, Denotation/Connotation, Static and Dynamic Characters, Motif

The Taming of the Shrew or *The Merchant of Venice* or *A Midsummer Night’s Dream* – Motivation, Foreshadowing, Meter, Sonnet, Couplet, Allusion, Iambic Pentameter, Irony, Comic Relief

To Kill a Mockingbird – Diction, Dialect, persona, Bildungsroman, Theme, juxtaposition, Colloquialism

The Catcher in the Rye – Sarcasm, Apostrophe, Epithet, Point of View, *Ordinary People*- Anecdote, Colloquialism

Grammar:

Review: Sentence Patterns and Structures,

Clauses, Infinitive, Participles, Gerunds

Pronoun Agreement and Use

Sentence Punctuation

Coordination and Subordination

Sentence Analysis

Commas and Semicolons

Hyphens

Parallel Structure

SAT Preparation:

Students may complete parts of *SAT Preparation for Critical Reading: The Touchstones Method* or *Strange Bedfellows* or sample test sections from *11 Practice Tests for the New SAT & PSAT*.

Major Evaluation Strategies:

Name of Assessment	Type of Assessment	MA Standards Assessed	MHS Learning Expectations Assessed
Essay: Identifying and explaining a character’s change in <i>Night and Maus I</i>	Writing	19, 20, 21, 22, 23, 25	1,2,3,4
Essay: Discussing characters’ close relationships in <i>To Kill a Mockingbird</i>	Writing	17, 19, 20, 21, 22, 23, 25	1,2,3,4

Essay: analyzing the author's use of characterization in <i>Catcher in the Rye</i>	Writing	17, 19, 20, 21, 22, 23, 25	1,2,3,4
Oral Presentation: Rewrite and present a monologue from <i>Taming of the Shrew</i> , <i>The Merchant of Venice</i> or <i>A Midsummer Night's Dream</i> or a Shakespearean sonnet	Presentation	3, 13, 18, 19, 20, 21, 22, 23, 24, 25	1,2,3,4
Open Response: Literary Analysis: Identifying and explaining metaphor in <i>Of Time and the River</i>	Writing	8, 10, 11, 12, 19, 20, 21, 22, 23, 25	1,2,3
Open Response: Poetry analysis: Identify meaning and literary devices in "Richard Cory"	Writing	8, 10, 11, 12, 17, 19, 20, 21, 22, 23, 25	1,2,3
Open Response: Poetry Analysis: Identifying and explaining metaphor in "Shall I Compare Thee to a Summer's Day"	Writing	8, 10, 11, 12, 14, 19, 20, 21, 22, 23, 25	1,2,3
Open Response: Non-fiction critical reading: Identifying and describing details in a process in "Paintbrushes"	Writing	4, 8, 13	1,2,3
<i>Grammar for Writing: Level Orange</i>	Test	5, 6	1,2,3
Poetry Analysis	Writing	7, 8, 9, 10, 11, 12, 14, 15	1,2,3
Vocabulary Quizzes	Test	4, 5, 6	1,2,3
The Research Paper	Writing	19, 20, 21, 22, 23, 24, 25	1,2,3,4
Mid-Year Assessment	Test/ Writing	19, 20, 21, 22, 23, 25	1,2,3
Final Assessment	Test/ Writing	4, 8, 19, 20, 21, 22, 23, 25	1,2,3

Learning Standards from the Massachusetts Curriculum Frameworks:

Reading Standards for Literature

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. .
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Writing Standards

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.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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 in response to ongoing feedback, including new arguments or information.

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 strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.

Speaking and Listening Standards

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 67 for specific expectations.)

Language Standards

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.