



UTICA COMMUNITY SCHOOLS

Course Title: English 10

Course Content Expectations:

Part I: The Puritan Legacy

Big Ideas: Hypocrisy, Public Goodness/Private Evil, Spin/Cover-up/Sugar-coating, Camouflage, Truth

Theme Statement: *Camouflage hides identity and enables imitation of others to promote survival and even flourishing.*

Text: *The Crucible* and other literature

Students will create and collect from the following suggested assignments:

- Journal entries describing how a main character changes from the beginning of the play to the end, and the events that cause the changes.
- A guide to respond to: *What can an individual do to act rationally in the face of hysteria caused by national or international disaster?*
- Logs documents of reading on topics such as: *hysteria caused by religion or politics; gender inequality.*
- Writing samples demonstrating writing to access prior knowledge, writing to learn, writing to demonstrate learning; and ability to read critically (e.g. *What does the text say?/How does it say it?/What does it mean?/So what?*)

Writing Assessments:

- Demonstrate critical thinking by answering the following questions about the article, poem and/or memoir: *What does the text say? /How does it say it? /What does it mean? /So what?*
- Comparison/Contrast related to a theme.
- Research that shows understanding of *Copyright and Fair Use.*
- A paper that demonstrates understanding of elements of drama/screenplay.
- Using the short story "The Minister's Black Veil" by Nathaniel Hawthorne create a journal entry from the point of view of the Reverend Mr. Hooper or Elizabeth reacting to the veil.
- Using the short story "The Minister's Black Veil" by Nathaniel Hawthorne write a letter from one of townspeople telling a friend in another village of the strange behavior of Parson Hooper and reasons for behavior.

Understand and recognize the literary elements and devices:

- Characteristics of drama /The Crucible
- Characteristics of American poetry
- Characteristics of allegory
- Characteristics of literary criticism
- Characteristics of short story

Understand the use and effect of literary elements of drama

- Dialogue
- Stage directions
- Exposition
- Rising action
- Conflict (internal/external)
- Climax
- Falling action
- Resolution
- Theme

Be able to define and recognize literary devices

- Allegory/parable
- Allusion
- Irony
- Imagery, metaphor, simile, personification
- Symbolism

Understand and be able to discuss historical/cultural

- Puritanism/theocracy
- Hysteria caused in the name of religion
- Imitation/camouflage as related to culture

Read and understand informational text

- Informational articles
- Internet postings

Know and be able to identify expository elements

- Thesis
- Supporting ideas
- Examples provided by the author
- Writer's tone

Be able to identify organizational patterns

- Theory/evidence
- Cause/effect

- Definition with explanation and illustrative examples

Know how to use textual features

- Heads and subheads
- Boldface and italics
- Numbers and bullets

Ongoing Literacy Development

- **Vocabulary** (definition and context; sense of language patterns; build academic vocabulary; understand dialect).
- **Grammar skills** (choose words to match style/tone; apply parts of speech correctly; understand and use sentence structure and elements providing variety, fluency, and flow; use editing conventions correct subject-verb agreement, pronoun agreement, idiom, possessive, and apostrophe usage).
- **Reading Strategies** (Identify purpose; preview text; understand, and then analyze; make annotations; identify thesis, evidence, structure, style, and organization; summarize/paraphrase; ask questions, visualize, make connections, determine importance, infer, synthesize, and monitor comprehension).
- **Writing strategies** (use the writing process; identify purpose and audience; revise with checklist; critique/evaluate own writing; make language choices appropriate to purpose and audience).

Part 2: American Literature and Satire

Big Ideas: Integrity, Discovering Truth, Freedom, Nobility, Satire, Adventure, Forces of Change, Liberty, Pursuit of Happiness

Theme Statement: *Change means movement; movement means friction.*

Text: *Huckleberry Finn*, and other literature

Students will create and collect from the following suggested assignments:

- Persuasive essay
- Newspaper article
- Comparative essay
- Writing samples to access prior knowledge, writing to learn, writing to demonstrate learning; and ability to read critically (e.g. *What does the text say? /How does it say it? /What does it mean? /So what?*)
- Visual Assessments (Reading political cartoons and be able to explain)
- Research on Literary Movements (American renaissance, Romanticism, Transcendentalism, Realism, Naturalism)

Writing Assessments:

- Demonstrate critical thinking by answering the following questions about the article, poem and/or memoir: *What does the text say? /How does it say it? /What does it mean? /So what?*
- Write a comparison and contrast paper.
- Write a persuasive paper
- Choose a research project related to the disposition, theme, and/or content of the text in the assessment.
- Write a satiric television show.
- Identify and describe satire
- Write a newspaper article.

Know and be able to discuss/write about literary movements in American literature

- American renaissance
- Romanticism
- Transcendentalism
- Realism
- Naturalism

Be able to define and recognize literary elements

- Plot, setting, conflict (internal/external), Theme
- Tone
- Mood, Style
- Characterization
- Author's purpose
- Elements of satire
- Motifs
- Appearance vs. reality

Be able to define and recognize literary devices

- Narrative/point of view
- Figurative language, imagery, symbolism
- Allusion
- Implied meanings

Recognize and be able to discuss/write about

- Satire in 1880's and today

Recognize and understand the following kinds of informational text

- Editorial
- News article
- Critical analysis
- Literary analysis
- Political cartoons

- Satire in the media
- Literary nonfiction

Recognize and be able to identify expository elements

- Thesis
- Supporting ideas
- Statistical evidence
- Chronology

Be able to identify organizational patterns

- Fact/opinion
- Cause/effect
- Theory/evidence

Understand and discuss textual features

- Letter-to-editor format
- Satire
- Photographs and drawings

Understand and discuss media features

- POV (point of view)

Ongoing Literacy Development

- **Vocabulary** (understand idioms; understand dialects; build academic vocabulary of the discipline).
- **Grammar skills** (recognize elements of dialogue; apply parts of speech correctly; use correct punctuation—commas and semicolons; understand and use editing conventions).
- **Reading Strategies** (Identify purpose; preview text; understand, and then analyze; make annotations; identify thesis, evidence, structure, style, and organization; summarize; ask questions, visualize, make connections, determine importance, infer, synthesize, and monitor comprehension; understand and use profundity scales).
- **Writing strategies** (use the writing process; identify purpose and audience; revise with checklist; critique/evaluate own writing; make language choices appropriate to purpose and audience; write vivid descriptions).
- **Research** (use literary movements).

Part 3: Realistic Fiction and the Great Depression

Big Ideas: Resilience, Self-sufficiency, Relationships, Balance

Theme Statement: *Resilience is the ability to avoid, minimize, withstand, embrace, adapt, and recover from the effects of adversity.*

Text: *Of Mice and Men* and other literature

Students will create and collect from the following suggested assignments:

- Reader's theater
- Memoir
- Writing samples demonstrating writing to access prior knowledge, writing to learn, writing to demonstrate learning; and ability to read critically (e.g. *What does the text say?/How does it say it?/What does it mean?/So what?*)
- Visual reading responses to photographs
- Research the Great Depression.

Writing Assessments:

- Demonstrate critical thinking by answering the following questions about the article, poem and/or memoir: *What does the text say? /How does it say it? /What does it mean? /So what?*
- Write a poetry analysis
- Research: Define and illustrate plagiarism.
- Drama: Create a Reader's Theater from a text.
- Write a memoir.

Understand and recognize the literary elements and devices

- Novel
- Memoir
- Drama—Reader's Theater
- Movie
- Poetry

Be able to define and recognize literary elements

- Plot(exposition, rising action, climax, falling action, resolution)
- Tone—somber
- Conflicts: person against self; person against society; person against person; person against nature
- Theme
- Character development
- Reflection of time in dialogue
- Symbolism

Be able to define and recognize literary devices

- Third-person narration
- Symbolism
- Foreshadowing
- Dialogue to develop relationship—plot and character
- Mood, tone, style

Understand the historical/cultural importance

- American Civil Right Movement
- The Great Depression

Recognize and discuss expository elements

- Thesis
- Supporting ideas
- Examples
- Writer's tone

Recognize and discuss organizational patterns

- Question/answer
- Compare/contrast
- Definition with explanation

Recognize and use textual features

- Heads and subheads
- Boldface and italics
- Numbers and bullets
- Graphics, cartoons, real-life examples, and catchy quotations
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Recognize and discuss the effect of media features

Pan shots, tracking shots, traveling shots, full shot, two shot, close up, dissolve POV (point of view), shot, long shots, medium shots, high angle, and camera as "strongest voice".

Ongoing Literacy Development

- **Vocabulary** (know the significance of dialects; build academic vocabulary for the language arts discipline).
- **Grammar skills** (recognize elements of dialogue; apply parts of speech correctly; use correct punctuation: commas, semicolons).
- **Reading Strategies** (Identify purpose; preview text; understand, and then analyze; make annotations; identify thesis, evidence, structure, style, and organization; summarize; ask questions, visualize, make connections, determine importance, infer, synthesize, and monitor comprehension; work knowledgeably with profundity scales).
- **Writing strategies** (use the writing process; identify purpose and audience; revise with checklist; critique/evaluate own writing; make language choices appropriate to purpose and audience; write vivid descriptions).
- **Research** (use the research process; plagiarism).

Part 4: Harlem Renaissance and Twentieth Century American Literature

Big Ideas: Abundance, Exponential Growth, Importance of Family, Social Equality, Human Motivation, Dreams/Vision

Theme Statement: *Overabundance, even of good things, can be harmful.*

Text: *A Raisin in the Sun* and Harlem Renaissance poets; *The Joy Luck Club* and short stories with a multi-cultural theme.

Students will create and collect from the following suggested assignments:

- Comparison and Contrast Essay
- Speech
- Definition Essay
- Writing samples demonstrating writing to access prior knowledge, writing to learn, writing to demonstrate learning; and ability to read critically...

Writing Assessments:

- Demonstrate critical thinking by answering the following questions about the article, poem and/or memoir: *What does the text say? /How does it say it? /What does it mean? /So what?*
- Write a comparison/contrast
- Media—adapt a story into a script
- View and respond to art/poetry/editorials in relation to a literary movement—the Harlem Renaissance.

Understand literary elements and devices:

- Novel
- Drama
- Script
- Harlem Renaissance poetry

Know and recognize literary elements

- Plot(exposition, rising action, climax, falling action, resolution)
- Conflict
- Theme
- Character development
- Poetic structure

Know, recognize and use literary devices:

- Narration
- Irony
- Symbolism, imagery
- Metaphor, simile
- Foreshadowing

- Rhyme
- Mood, tone, style

Understand and discuss the historical/cultural relevance

- American Civil Right Movement
- Role of Women

Read and understand informational text

- Informational articles
- Essays
- Editorial

Know and recognize expository elements

- Thesis
- Supporting ideas
- Examples
- Writer's tone

Understand, recognize and use organizational patterns

- Theory/evidence
- Compare/contrast
- Cause/effect
- Problem/_solution

Understand and recognize textual features

- Heads and subheads
- Boldface and italics
- Numbers and bullets
- Graphics, cartoons, real-life examples, and catchy quotations

Understand media features

- Production notes
- Role of director
- Setting
- Background
- Staging

Ongoing Literacy Development

- **Vocabulary** (understand dialects; build academic vocabulary).
- **Grammar skills** choose words to match style/tone; apply parts of speech correctly; understand and use sentence structure and elements providing variety, fluency, and flow; use editing conventions: correct subject-verb agreement, pronoun agreement, idiom, possessive, and apostrophe usage).
- **Reading Strategies** (Identify purpose; preview text; analyze and respond critically; make annotations; identify thesis, evidence, structure, style, and

organization; summarize; ask questions, visualize, make connections, determine importance, infer, synthesize, and monitor comprehension, use the Profundity Scale).

- **Writing strategies** (use the writing process; identify purpose and audience; revise with checklist; critique/evaluate own writing; make language choices appropriate to purpose and audience; write vivid descriptions).