

## English 10 Course Syllabus

### English 10, Part 1

#### Course Description:

English 10, part 1 is world literature. It's organized by genre, so it's got a little bit of everything. There are three very short books to read in this course: *Animal Farm*, a political novel; *Hiroshima*, a non-fiction work of new journalism; and select episodes from *The Odyssey*, an epic in prose form. There are also several short stories, speeches, and informational texts. Writing assessments focus on literary analysis, synthesis, argumentative, character analysis, and providing textual evidence. There are lessons on language use, structure, syntax, and vocabulary.

Part 1: 5 credit hours

Part 2: 5 credit hours

Course Outline	Common Core Standards
<b>English 10, Part 1</b>	
<b>Unit 1 - The Novel</b> 1.1 The Novel as a Literary Form 1.2 Questions & Critical Thinking 1.3 Formulation Predictions, Inferences & Conclusions 1.4 Symbolism 1.5 Propaganda in Speeches 1.6 George Orwell - "Animal Farm"	<p><b>In this unit</b>, you will learn how a novel can also be a political allegory, a satire, a beast-fable, and a fairy tale—all in one. You will also discover how not only objects, but characters, settings, and even plot can be symbolic in reflecting historical events. You will make inferences about how propaganda and other logical fallacies can be used for political messaging, and you will differentiate between propaganda, opinion, persuasion, and argument.</p> <p>(RL9-10.1, RL9-10.2, RL9-10.4, RL9-10.5, RL9-10.10, RI9-10.1, RI9-10.3, RI9-10.4, RI9-10.6, , W9-10.1, W9-10.4, W9-10.6, W9-10.10, L9-10.1, L9-10.2, L9-10.5, L9-10.6)</p>
<b>Unit 2 - Formal and Informal Writing</b> 2.1 Active Reading 2.2 World Literature 2.3 "The American Embassy"- Chimamanda Ngozi Adichie 2.4 Tone vs. Mood vs. Purpose 2.5 "Ishwari's Children"- Shabnam Nadiya 2.6 Author's Style	<p><b>In this unit</b>, we will examine two non-Western short stories, analyzing author's choices in using tone, style, and mood to achieve purpose. You will complete a style project in which you examine each story's rhetorical situation and devices used to engage an audience. You will also learn about the "Danger of Single Story" in how many of us view developing countries in Africa and Asia. Finally, you will learn how storytelling differs from East to West in terms of characterization and plot development.</p>

	(RI9-10.3, RI9-10.6, RL9-10.4, RL9-10.5, RL9-10.6, RL9-10.10, W9-10.1, W9-10.4, W9-10.5, W9-10.6, W9-10.7, W9-10.9, W9-10.10, L9-10.1, L9-10.2, L9-10.5, L9-10.6)
<b>Unit 3 - Non-Fiction</b> 3.1 Mom-Fiction Structures 3.2 Journalism 3.3 “Tricoteuses: Knitting During the Reign of Terror” by Geri Walton 3.4 New Journalism 3.5 Writing a Lead in Journalism and other Main Ideas 3.6 Evidence & Support 3.7 “Hiroshima”- John Hersey	<b>In this unit</b> , you will learn how journalism impacts society, from classic journalism to the New Journalism style in John Hersey's book Hiroshima. You will discover how to organize writing using journalism's summary "lede" introductions and narrative framing. You will learn how non-fiction informational texts shape our media landscape and give perspective, objectivity, and opinions in the public sphere. (RI9-10.1, RI9-10.3, RI9-10.5, RI9-10.6, RI9-10.7, RI9-10.10, W9-10.2, W9-10.4, W9-10.5, W9-10.6, W9-10.7, W9-10.8, W9-10.9, W9-10.10, L9-10.3)
<b>Unit 4 - Language Workshop</b> 4.1 “Dead Man’s Path” -Chinua Achebe 4.2 Greek & Latin Roots 4.3 Dictionary Workshop 4.4 Context Clues 4.5 Formal/Informal English 4.6 “A & P”- John Updike	<b>In this language workshop unit</b> , you will continue your study of non-Western literature by reading a story set in West Africa. By contrast, you will also read an American story which features a teenage narrator who uses colloquial language. You will look at each story's context clues, formal and informal language, and use of Greek and Latin root words. Finally, you will learn how the Oxford English Dictionary (OED) and other academic online dictionaries will improve your literacy skills. (RL9-10.1, RL9-10.3, RL9-10.6, RL9-10.7, RL9-10.10, RI9-10.7, W9-10.1, W9-10.4, W9-10.5, W9-10.6, W9-10.8, W9-10.10, L9-10.4, L9-10.5, L9-10.6)
<b>Unit 5 - Hero’s Journey</b> 5.1 Monomyth and Book I 5.2 Homeric Language and Book V 5.3 Theme: Identity and Book VI 5.4 <i>The Odyssey</i> Book IX 5.5 Poetry vs. Prose: Book XII and “Siren Song” 5.6 <i>Odyssey</i> Books XVI-XXIV	<b>In this unit</b> , you will be reading about heroes and myths from the ancient Greek oral tradition, featuring Homer's <i>The Odyssey</i> . You will be reading a prose translation, however, analyzing Homeric language (epithets), the theme of "identity," and the cycle of quest literature. A "Poetry vs. Prose" comparative literature workshop of "The Sirens" episode will help you understand the timelessness of this ancient classic. (RL9-10.1, RL9-10.2, RL9-10.3, RL9-10.4, RL9-10.5, RL9-10.6, RL9-10.10, L9-10.4, L9-10.5, L9-10.6, W9-10.2, W9-10.2, W9-10.4, W9-10.5, W9-10.6, W9-10.9, W9-10.10)

## English 10, Part 2

### Course Description:

English 10, part 2 is modern American literature. There are two novels to read in this course: *The Catcher in the Rye* and the graphic novel *Maus Volume I: A Survivor's Tale*. There are also two plays: a one-act play, *Trifles*, and a three-act play, *A Raisin in the Sun*. There are also several short stories, comics and political cartoons, and informational texts. Writing assessments focus on literary analysis, persuasion, argumentative, author's style, and providing textual evidence. Vocabulary lessons focus on Greek and Latin roots.

Part 1: 5 credit hours

Part 2: 5 credit hours

Course Outline	Common Core Standards
<b>English 10, Part 2</b>	
<b>Unit 1 - The Coming-of-Age Novel</b> 1.7 Context: Post-War and the Birth of the Teenager 1.8 Irony Workshop: Dramatic, Situational, and Verbal Irony 1.9 The Unreliable Narrator 1.10 Evaluating Primary and Secondary Sources 1.11 Literary Criticism: Socio-Economics in Literature (Marxist Theory) 1.12 <i>The Catcher in the Rye</i> - J.D. Salinger	<p><b>In this unit</b>, you are introduced to the modern coming-of-age novel. You will distinguish between many forms of irony in the novel and between primary and secondary sources in informational texts. You will also be introduced to a form of literary criticism and a new kind of author's choice—an unreliable narrator in a novel.</p> <p>In this unit, you will be able to: Understand the socio-economic context of the modern coming-of-age novel (Bildungsroman); identify authorial choices in using forms of irony, an unreliable narrator, and socio-economic commentary; evaluate informational texts primary and secondary sources in terms of their value and limitations; understand socio-economic (Marxist) literary criticism and evaluate its use in a novel; evaluate whether or not a narrator comes-of-age in a writing project.</p> <p>(RL9-10.1, RL9-10.2, RL9-10.4, RL9-10.5, RL9-10.10, RI9-10.1, RI9-10.2, RI9-10.5, RI9-10.6, , W9-10.1, W9-10.4, W9-10.6, W9-10.10, L9-10.5, L9-10.6)</p>

<p><b>Unit 2 - The Graphic Novel &amp; Memoir</b></p> <p>2.1 Graphic Novel &amp; the Memoir: Introduction to Genres</p> <p>2.2 MLA vs Chicago-Style Citations Guide</p> <p>2.3 Metafiction</p> <p>2.4 Context: Holocaust Literature</p> <p>2.5 Visual Rhetoric: Comics, Political Cartoons, &amp; Propaganda Posters</p> <p>2.6 Maus Vol I: A Survivor's Tale- Art Spiegelman</p>	<p><b>In this unit</b>, you are introduced you to a graphic novel memoir about storytelling, trauma, memory, and the Holocaust. You will distinguish between visual text types, like propaganda posters and political cartoons. You will also learn how to cite information in both humanities and the sciences.</p> <p>You will understand how visual and verbal texts contribute to visual rhetoric; identify authorial choices in political cartooning, propaganda posters, and graphic novels; evaluate the importance of Holocaust literature as an important historical, cultural, and literary genre; understand best practices in humanities and scientific research citation methods; evaluate whether a narrator is reliable or unreliable and how memory and trauma influence storytellers. (RL9-10.1, RL9-10.2, RL9-10.3, RL9-10.6, RL9-10.10, W9-10.2, W9-10.4, W9-10.5, W9-10.6, W9-10.7, W9-10.9, W9-10.10, L9-10.3, L9-10.6)</p>
<p><b>Unit 3 - Rhetorical Choices</b></p> <p>3.1 Primer on Rhetoric and Author's Choices</p> <p>3.2 Greek/Latin Roots Vocabulary: Ethos, Logos, Pathos</p> <p>3.3 Journalistic Standards: Fact &amp; Opinions; Objectivity &amp; Bias</p> <p>3.4 Author's Choices: Author's Tone (Viewpoint)</p> <p>3.5 Evaluating Sources: Six Accounts on the Assassination of Malcolm X</p>	<p><b>In this unit</b>, you will think critically about the purpose of authorial choices and rhetorical appeals. You will identify an author's rhetorical choices in using mood and tone, as well as objectivity and subjectivity. The journalism workshop for this unit will be on how to evaluate and synthesize many written accounts of a historical event. In this unit, you will be able to: Analyze rhetorical elements using a mix of primary and secondary sources; consider the purpose of rhetoric and the roles of the speaker, audience, and textual conventions; understand an author's appeals to an audience to achieve a rhetorical purpose, mood, and tone; write an analysis paragraph that examines an author's choices, citing evidence as support. (RI9-10.1, RI9-10.2, RI9-10.3, RI9-10.5, RI9-10.6, RI9-10.7, RI9-10.8, RI9-10.10, W9-10.2, W9-10.4, W9-10.5, W9-10.6, W9-10.7, W9-10.8, W9-10.9, W9-10.10, L9-10.4)</p>

<p><b>Unit 4 - Argument &amp; Persuasion</b></p> <p>4.1 Argument, Persuasion, and Propaganda</p> <p>4.2 Evaluating Credibility of Sources</p> <p>4.3 Literary Criticism: Gender, Communication, and Feminist Theory</p> <p>4.4 Claims vs Counterclaims</p> <p>4.5 Trifles- Susan Glaspell</p>	<p><b>In this unit,</b> you will examine elements of argumentation, credibility of sources, and claims and counter-claims. You will identify an author's rhetorical choices based on communication differences between genders. The one-play in this unit exemplifies how realism and sub-text in characterization can be used to uncover or hide evidence in a murder case. In this unit, you will be able to: Differentiate between argument, persuasion, and propaganda; evaluate the credibility of sources in the media using digital literacy best practices understand the importance of gender roles and communication in a drama of realism; understand how claims of fact, value, and policy impact argument and counter-argument.</p> <p>(RL9-10.1, RL9-10.2, RL9-10.6, RL9-10.10, W9-10.1, W9-10.4, W9-10.5, W9-10.6, W9-10.8, W9-10.10, L9-10.4, L9-10.5, L9-10.6)</p>
<p><b>Unit 5 - Social Issues: Dreams, Schemes, and Themes</b></p> <p>5.1 Public Speaking Best Practices</p> <p>5.2 The Poetry of Langston Hughes</p> <p>5.3 "I Have a Dream" (speech)- Dr. Martin Luther King, Jr.</p> <p>5.4 Repetition: Anaphora vs Parallel Structure</p> <p>5.5 A Raisin in the Sun- Lorraine Hansberry</p>	<p><b>In this unit,</b> you will be reading about heroes and myths from the ancient Greek oral tradition, featuring Homer's The Odyssey. You will be reading a prose translation, however, analyzing Homeric language (epithets), the theme of "identity," and the cycle of quest literature. A "Poetry vs. Prose" comparative literature workshop of "The Sirens" episode will help you understand the timelessness of this ancient classic.</p> <p>(RL9-10.1, RL9-10.2, RL9-10.3, RL9-10.4, RL9-10.5, RL9-10.6, RL9-10.10, RI9-10.1, RI9-10.2, RI9-10.3, RI9-10.4, RI9-10.5, RI9-10.6, RI9-10.8, SL9-10.1, SL9-10.2, SL9-10.3, L9-10.1, L9-10.4, L9-10.5, L9-10.6, W9-10.1, W9-10.4, W9-10.5, W9-10.6, W9-10.9, W9-10.10)</p>