

# *English 10 CP-C Curriculum Guide*

1. English 10
2. College Prep C
3. 5 credits
4. Revised July 2009
5. No prerequisites
6. Course Description: **English 10 CPC** examines the topic of self-discovery, with specific emphasis on the knowledge and growth individuals experience as they learn about themselves. This program will emphasize reading comprehension strategies and analytical skills. Through the examination and replication of models of good writing and through practice writing in various modes, students will continue to develop effective writing skills. The class is designed as a cyberclass, using technology to enhance the writing process.

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs, and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomical status.

7. CCCS Addressed: 3.1, 3.2, 3.3, 3.4, 3.5
8. Course Goals and Objectives: The student will...
  - 1.) recognize that reading has many purposes and demonstrate an ability to choose an appropriate approach to fit text and purpose;
  - 2.) respond to a broad range of literature;
  - 3.) compose a variety of written responses for different purposes and audiences;
  - 4.) use research skills to access, interpret, and apply information from a variety of sources;
  - 5.) organize, prepare, and present a formal spoken presentation clearly and expressively;
  - 6.) collaborate by sharing ideas, examples, and insights productively and respectfully in informal conversations/discussions;
  - 7.) use a variety of analytical operations in the listening process;
  - 8.) experience and respond to non-print media by interpreting and evaluating their effective uses;
  - 9.) work within the classroom guidelines, policies and procedures set forth by the instructor; and
  - 10.) take an active role in the classroom in ways that make a positive contribution to the activities and atmosphere of the class.

9. Implementation of Technology: Teachers will use PowerPoint presentations, DVD/VHS clips related to the literature, Elmo for writing instruction, Noodletools, blogs, Moodle and other appropriate technology as units demand.

#### 10. Unit 1 – *A Raisin in the Sun* by Lorraine Hansberry (5 weeks)

##### **A. Unit Goals:**

1. To explore themes of acceptance, diversity, common humanity, and The Great American Dream;
2. To promote the importance of tolerance;
3. To raise awareness of hate crimes in the United States, past and present; and
4. To increase students' sensitivity to others and decrease their readiness to judge others

##### **B. Unit Objectives:**

The students will:

1. Engage in pre-reading discussion and activities that center on the aforementioned themes;
2. Identify racism and sexism found in *A Raisin in the Sun*;
3. Explore the various social classes found in *A Raisin in the Sun*;
4. View *A Raisin in the Sun* to gain appreciation of another culture and time period;
5. Explore the connections between Langston Hughes's poem "Montage of a Dream Deferred" and the play;
6. Draw parallels between Lorraine Hansberry's autobiographical essay "To Be Young, Gifted, and Black" and her play;
7. Understand the struggles that Rev. Dr. Martin Luther King faced during the Civil Rights era after reading "Letter from a Birmingham Jail";
8. Contribute to a variety of paired/small group/class-wide discussions;
9. Respond to a variety of informal writing prompts;
10. Engage in a variety of creative connecting projects involving themes, symbols, and materials from each piece.
11. Critically analyze a piece of literature;
12. Create and defend a thesis statement;
13. Document information from a piece of literature;
14. Gain insight into the plot, action, and significance of events and details of the play;
15. Identify and discuss tone, mood, allusions, and symbols; and
16. Correctly use these vocabulary words: segregation, assimilation, NAACP, Prometheus, graft, tyranny, eccentric, hypocrite, colonialism,

##### **C. Implementation of technology**

1. View *A Raisin in the Sun* (Columbia Pictures, 1961)
2. View a teacher-generated historical background PowerPoint that includes You Tube selections; and
3. Use Word to create written responses.

##### **Sample Assignments:**

Pre- reading Assignments:

View a PowerPoint that contains historical background information about the 1950s and 1960s.

Interview someone who is at least 40 years old. What dreams did that person have when s/he was 16 years old? Was that person able to reach her/his goals, or did the plans change? Why? Were there any obstacles in the way of reaching those dreams? Looking, back, what does the person think about her/his past goals?

#### Role Playing

Assign students to read the following parts: Mama, Ruth, Beneatha, Walter, Travis, George, Asagai, Mrs. Johnson, Karl Lindner, and the narrator. Students should prepare their parts the night before and be ready to act in front of their classmates. Students should be fluid, animated, and audible.

Compose an essay about Mama, Walter, or Beneatha Younger. Focus the essay on the character's dream, the obstacles that interfere with that dream, and the evidence of (or lack thereof) the dream's realization.

### Unit 2 - *The Crucible* (3 weeks)

#### A. Unit Goals:

1. To enhance the understanding of the history of the Salem Witch Trials.
2. To enhance the understanding of how social/religious norms impact a culture, and how history repeats itself.

#### B. Unit Objectives:

The students will:

1. Respond in writing to the themes of hypocrisy and intolerance and how they create an atmosphere promoting a "witch hunt" as presented in *The Crucible* and *The Majestic*.
2. Display knowledge of historical significance through post research discussions.

#### C. Technology:

1. PowerPoint on the Puritans
2. *The Crucible/The Majestic*-films
3. *The Monsters are due on Maple Street*-Twilight Zone episode
4. Internet research

#### Sample Assignments:

Computer Lab/Library Research- history of Salem; The McCarthy hearings and the Hollywood blacklists; The Red Scare; Witchcraft fears in the 16<sup>th</sup> and 17<sup>th</sup> century England and Colonial America, and The Puritans.

After viewing "The Monsters Are Due on Maple Street," the students will answer questions asking them to make connections to *The Crucible*.

Show how hypocrisy and paranoia are two important themes in *The Crucible*. How has this affected Puritan society as a whole? What happened as a result of hypocrisy and paranoia? Support your answer with specific examples and at least three quotes.

**Additional Materials:**

*The Crucible*-play

*The Crucible*-film

*The Majestic*-film

*The Monsters are due on Maple Street*-TV episode

Computer lab

**Unit 3 -- *The Great Gatsby/Jake, Reinvented* (5 weeks)**

**A. Unit Goals:**

1. Become familiar with, and learn to identify examples of, symbolism, theme, and other literary devices.
2. Learn and use new vocabulary words in preparation for SAT exams and the reading introduced in this unit.
3. Complete several written assignments, aimed at helping them understand character development and the mindset of the Lost Generation.
4. Apply the moral themes of the novel to their own development as young adults.

**B. Unit Objectives:**

The students will:

1. Identify symbols/themes through reading selected passages of *The Great Gatsby* and viewing the film version.
2. Demonstrate knowledge of the 1920's/Lost Generation through discussion of film and written assignments.
3. Apply moral themes to their lives through the study of *Jake, Reinvented* and the completion of all related assignments.

**C. Technology:**

1. PowerPoint providing notes on Fitzgerald, *The Great Gatsby*, and the 1920's
2. PowerPoint jeopardy review game

**Sample Assignments:**

The novel ends with several mentions of carelessness. Have you observed a tendency toward carelessness in our society? Commentators on American society often discuss violence, greed, and a lack of values as problems in American society. Write a short commentary on what you believe is a major contributor to the social problems in America.

Choose any 3 quotes from *The Great Gatsby* and complete the required tasks:

- Explain the context of the quote
- Explain how it relates to *Jake, Reinvented*

- Explain what theme(s) are represented by the quote

Additional Materials:

*The Great Gatsby*-novel

*Jake, Reinvented*-novel

*The Great Gatsby*-film

Projector

#### **Unit 4 - *To Kill a Mockingbird* by Harper Lee (5 weeks)**

##### **A. Unit goals:**

1. To explore themes of acceptance, diversity, common humanity, and true courage;
2. To promote the importance of tolerance;
3. To raise awareness of hate crimes in the United States, past and present; and
4. To increase students' sensitivity to others and decrease their readiness to judge others.

##### **B. Unit Objectives:**

The student will:

1. Engage in pre-reading discussion and activities that center on the aforementioned themes;
2. Identify racism and sexism found in *To Kill a Mockingbird*;
3. Understand the effects of Jim Crow laws;
4. Explore the various social classes found in *To Kill a Mockingbird*;
5. View *In Context: To Kill a Mockingbird*;
6. Experience information about Matthew Shepherd; read "A Rose for Charlie" and "Charlie Howard's Descent";
7. View the film version of *To Kill a Mockingbird* in a supportive environment;
8. View *A Man without a Face*;
9. Contribute to a variety of paired/small group/class-wide discussions;
10. Respond to a variety of informal writing prompts;
11. Engage in a variety of creative connecting projects involving themes, symbols, and materials from each piece.
12. Critically analyze a piece of literature;
13. Create and defend a thesis statement;
14. Document information from a piece of literature;
15. Gain insight into the plot, action, and significance of events and details in each novel;
16. Identify and discuss tone, mood, figurative language, and idioms.
17. Correctly use these vocabulary words: piety, irritate, persecute, chattel, unsullied, nocturnal, brethren, dictum, domicile, terrain, entity, and imprudent.

##### **C. Implementation of Technology:**

The student will:

1. View *In Context: To Kill a Mockingbird*;
2. View the film version of *To Kill a Mockingbird*;
3. View *A Man without a Face*;
4. View *The Murder of Emmett Till*;
5. Listen to Bob Dylan's "Emmett Till";

6. Learn about the Scottsboro Boys by using the following web address:  
<http://www.law.umkc.edu/faculty/projects/ftrials/scottsboro/scottsb.htm>
7. Use the following link for information about the 1930s and for a study guide:  
<http://www.davidclaudon.com/Mockingbird/mockingbird2.html>

**Sample Assignments:**

The students will view *In Context: To Kill a Mockingbird* and respond to the film.  
The students will visit the following website to learn about the 1930s:  
<http://www.davidclaudon.com/Mockingbird/mockingbird2.html>

Compare the Tom Robinson trial from *To Kill a Mockingbird* to the Scottsboro Boys case (1931) and the Emmett Till incident (1955). They are to decide which case may have had a greater effect on Harper Lee's treatment of the Tom Robinson trial.

Students will use *To Kill a Mockingbird* and *The Man without Face* to defend thesis statements such as the following:

- Before a person can judge the behavior of another, he/she must “climb into his skin and walk around in it.”
- Although hearsay and rumor may be hard to ignore, coming to one's own conclusions about a person will reveal another story.

**Additional Materials:**

*In Context: To Kill a Mockingbird*  
*Twelve Angry Men* - Reginald Rose  
*The Man Without a Face* (PG-13)  
“A Rose for Charlie”  
“Charlie Howard's Descent” - Mark Doty  
“Emmett Till” by Bob Dylan  
Teacher generated handouts

**Unit 5 – *Of Mice and Men* by John Steinbeck (5 weeks)**

**A. Unit Goals:**

1. To explore themes of acceptance, diversity, common humanity, dreams, violence, and the importance of relationships;
2. To promote the importance of tolerance;
3. To raise awareness of hate crimes in the United States, past and present; and
4. To increase students' sensitivity to others and decrease their readiness to judge others

**B. Unit Objectives:**

The students will:

1. Engage in pre-reading discussion and activities that center on the aforementioned themes;
2. Identify the different forms of prejudice found in *Of Mice and Men*;

3. Explore the various social classes found in *Of Mice and Men*;
4. View *Of Mice and Men* to gain appreciation of another culture and time period;
5. Identify the different vocabulary and slang that is used during the time period the novel is set;
6. Explore all facets of the Great Depression;
7. Contribute to a variety of paired/small group/class-wide discussions;
8. Respond to a variety of informal writing prompts;
9. Engage in a variety of creative connecting projects involving themes, symbols, and materials from each piece;
10. Critically analyze a piece of literature;
11. Create and defend a thesis statement;
12. Document information from a piece of literature;
13. Gain insight into the plot, action, and significance of events and details of the play;
14. Identify and discuss tone, mood, allusions, irony, foreshadowing, dialect, theme, imagery, conflict and symbolism.

**C. Implementation of Technology:**

1. View *Of Mice and Men*
2. View a teacher-generated historical background PowerPoint
3. Use Word to create written responses.
4. Listen to musical selections that connect thematically
5. Complete a Web quest on the 1930s

**Sample Assignments:**

Pre-Reading Activities:

- Complete and discuss, before and after reading, an Anticipation/Reaction Guide for *Of Mice and Men*.
- Complete a Web quest introducing the time period and setting for *Of Mice and Men*.
- Explore the idea of friendship through looking at contrasting ideas of friendship in a selection of poems and music.

During Reading:

- Students will complete online chapter study guides.
- Students will complete a character chart for the main characters in the novel.

Sample Project Ideas:

- Create a five-frame cartoon strip or a cartoon motion flipbook that captures what happens in the scene from the novel that is most memorable to you.
- Write a long poem or several short poems about a theme from the story. The poem can be from your own perspective or it can be from the perspective of one of the characters.
- Write/perform a song characterizing an aspect of the story.

Sample Essay Topics:

- Persuasive Essay: Write a persuasive essay whether or not George should have killed Lennie.
- Write an essay in which you identify and analyze Steinbeck's use of symbols throughout the novel to convey his central message.

**Unit 6 -- The Research Paper (4 weeks)**

**A. Unit Goal:**

1. The goal of this unit is to have each student create an annotated bibliography and to defend a thesis statement through research.
2. Each student will produce a well-documented research paper.

**B. Unit Objectives**

The students will:

1. Read developmentally appropriate materials at an independent level with accuracy and speed;
2. Identify, describe, evaluate, and synthesize the central ideas in informational texts;
3. Distinguish between essential and nonessential information;
4. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view;
5. Select appropriate electronic media for research and evaluate the quality of the information received;
6. Develop increased ability to critically select works to support a research topic;
7. Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading;
8. Apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position;

9. Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns;
10. Engage in the full writing process by writing daily and for sustained amounts of time;
11. Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing;
12. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning;
13. Review and edit work for spelling, usage, clarity, and fluency;
14. Use the computer and word-processing software to compose, revise, edit, and publish a piece;
15. Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development;
16. Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources, such as periodicals, interviews, discourse, and electronic media;
17. Use precise language, specific details, definitions, descriptions, examples, anecdotes, and analogies to advance a position;
18. Provide compelling openings and strong closure to written pieces;
19. Use knowledge of Standard English conventions to edit own writing;
20. Use a variety of reference materials, such as a dictionary, grammar reference, and/or Internet/software resources to edit written work; and
21. Apply all copyright laws to information used in written work.

### **C. Implementation of Technology**

1. View *Plagiarism: It's A Crime* Educational Video Network 2006)
2. Use library databases and internet websites to find source information
3. Use Purdue University Online Writing Lab (OWL) to reinforce various research skills
4. Use Noodle Tools to create MLA Works Cited Page and Annotated Bibliography
5. Use Word Processing tools to create final product

**Skills that we will be reviewing and completing as part of the Research Process:**

- A. **Using the media center and Internet** to find sources relevant to the topic
- B. Distinguishing **valid and reputable** Internet sources
- C. Taking effective **notes**
- D. Using **internal documentation** to give credit
- E. Creating a **Works Cited page** from a variety of sources
- F. Making an **outline**
- G. **Creating a strong thesis statement**
- H. Creating an **Annotated Bibliography**

11. The assignments listed are representative of the types of assignments student will complete throughout the unit. Additional readings and writings, class activities and projects will also be completed.

12. Student Evaluation Methods: Tests, quizzes, papers, projects, homework, classwork, participation.

13. District Policy: **ACADEMIC INTEGRITY**

Pupils are expected to be honest in all of their academic work. This means that they will not engage in any of the following acts:

- Cheating on examinations or other school assignments, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other students' papers, exchanging information with other students orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities. Cheating through the use of technology to exchange information on any school assignment, examination, etc. is prohibited. Technology is defined as, but not limited to, computers, telephones, text messaging, palm pilots, calculators, cameras or any other hand held device.
- Plagiarism is not permitted in term papers, themes, essays, reports, images, take-home examinations, and other academic work. Plagiarism is defined as stealing or use without acknowledgment of the ideas, words, formulas, textual materials, on-line services, computer programs, etc. of another person, or in any way presenting the work of another person as one's own.
- Falsifications, including forging signatures, altering answers after they have been graded, inserting answers after the fact, erasing of grader's markings, and other acts that allow for falsely taking credit.

A pupil found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to reprimand and loss of credit for all of the work that is plagiarized. Disciplinary action may also be a consequence of such behavior. Additional consequences may apply as defined in specific department policies and guidelines.

A teacher who believes that a pupil has been academically dishonest in his/her class should resolve the matter in the following manner:

- Reprimand the student orally and/or in writing. The teacher is also authorized to withhold credit in the work due to academic dishonesty.

- If warranted, the teacher shall file a written complaint against the student with the Administration, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Administration.
- The Administration will determine if further discipline of the pupil is appropriate, and will determine the nature of the discipline on a case-by-case basis.
- If the pupil is not in agreement with the disciplinary action of the Administration, he/she may appeal the action first to the Principal and secondly to the Superintendent. If the pupil is dissatisfied with the Superintendent's disposition of the case, he/she may grieve the action in accordance with Policy No. 5710, Pupil Grievance.

14. Course Policy: All students in English 10 must complete a research project. Students will not receive credit for the course if a research project is not completed.

15: Websites: Individual teachers' websites can be accessed via [www.hpregional.org](http://www.hpregional.org).