

English 10 CP-B Curriculum Guide

1. English 10 CP-B
2. College Prep B
3. 5 credits
4. Revised August 2007
5. No prerequisites
6. Course Description: **English 10 CP-B** is a full year course in American Literature that is designed as a study of literature within its historical perspective. Students who are in this level are typically those who still need to develop the confidence to become independent writers and proficient, skilled readers.

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, and other appropriate technology as units demand.

10. Unit 1 – *A Raisin in the Sun* by Lorraine Hansberry (4 weeks)

A. Unit Goals:

This unit will:

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.

Creative writing: Write the first three pages of Act IV. Set the scene at the Younger's new home in Clybourne Park. Which characters are in the scene and what happens? Provide stage directions.

Additional Materials

Supplemental readings from *Literature and Integrated Studies* (ScottForeman 1997)

"Montage of a Dream Deferred" by Langston Hughes

Teacher-generated PowerPoint presentation

A Raisin in the Sun (Columbia Pictures 1961)

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

A. Goals: Students will analyze the play focusing on the historical perspective of both Puritanical times and McCarthy Period.

B. Objectives:

1. SWBAT become familiar with Arthur Miller, his writing style, and historical background information on both the author and the play.
2. SWBAT compile facts about the events surrounding the Salem witch trials and the attitudes of the Puritans in order to formulate an understanding of these events.
3. SWBAT identify characters, events, themes and symbols found in the play.
4. SWBAT compare and contrast the circumstances of the "Red Scare" and McCarthyism in the 1950's and those of the Salem Witch Trials of 1692.
5. SWBAT interpret character motivations and make predictions about the plot.
6. SWBAT make judgments about the social climate of the Puritan community.

7. SWBAT explain the irony of Mary Warren's and John Proctor's situations.
8. SWBAT create a persuasive argument.
9. SWBAT illustrate the connection between the setting of the dramatic work and the social climate in the United States in the 1950s.
10. SWBAT explain how literature, as an art form, can be a powerful device for social criticism.

C. Implementation of Technology:

1. A&E video quiz
2. Student video project on McCarthyism
http://www.youtube.com/watch?v=Bb4ul_gJ2Hc
3. Web assignment: <http://www.nationalgeographic.com/salem/>

Sample Assignments

Web Assignment:

Go To: <http://www.nationalgeographic.com/salem/>

As you proceed through the site please select the response “innocent” first and then “guilty.” After you visit the site, please respond in a short essay on paper to the following question:

Why do you feel the virtual witch trial experience allowed you to select two different paths: innocent or guilty. Speculate in your essay why this was done and why there were different outcomes, depending on the path you selected.

The *Crucible* deals with the idea that people can be convinced to do things because of their own fears. Cite four examples from the play that help illustrate an individual acting out of fear rather than logic. Explain how this fear can be taken to an extreme with drastic and costly consequences.

Additional Materials

“Half-Hanged Mary”

Epic Review: *Song of Hiawatha* by Stephen Vincent Benet

Selected short stories, essays and poems from Native American literature

A&E video: *Salem Witch Trials*

Unit 3 -- *The Great Gatsby*, 4 weeks

A. Unit Goals

Students will analyze the novel, focusing on the “American Dream.”

B. Unit Objectives

Students will be able to define the “American dream” in terms of the novel and modern American society

Students will become familiar with American history during the 1920s, specifically the lost generation, the Great Depression, and popular culture

Students will trace Gatsby’s American dream, and comment on its validity

Students will be able to identify and analyze the characters, themes, symbols, and events in the novel

C. Implementation of Technology

Introductory PowerPoint

View Selected Scenes from *The Great Gatsby*

Sample Assignments

Complete the following prompt:

Pretend that it is the 1920s and you are 24 years old. You have just inherited a very large sum of money from your recently deceased Aunt Mildred. What would you do with the money? Would it change your life? How? Why?

PowerPoint – View and take notes on introductory PowerPoint for the Roaring 20s and the novel.

The Great Gatsby by F. Scott Fitzgerald provides an in-depth look into American life in the 1920s. His oftentimes harsh social commentary covers a variety of themes: the American dream, greed, betrayal, social class, and justice.

Your job is to take one character and trace four of those themes through that character. You may select from Jay Gatsby, Tom Buchanan, Daisy Buchanan, Myrtle Wilson or Meyer Wolfshiem

Additional Materials

Film – *Bernice Bobs Her Hair*

Film – *The Great Gatsby*

Introductory PowerPoint

Jeopardy PowerPoint Review Game

Unit 4 -- Overcoming Prejudice, Stereotypes, and Intolerance: *To Kill a Mockingbird* by Harper Lee (4 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:

- A. Engage in pre-reading discussion and activities that center on the aforementioned themes;
- B. Identify racism and sexism found in *To Kill a Mockingbird*;
- C. Understand the effects of Jim Crow laws;
- D. Explore the various social classes found in *To Kill a Mockingbird*;
- E. View *In Context: To Kill a Mockingbird*;
- F. Experience information about Matthew Shepherd; read “A Rose for Charlie” and “Charlie Howard’s Descent”;
- G. View the film version of *To Kill a Mockingbird* in a supportive environment;
- H. View *A Man without a Face*;
- I. Contribute to a variety of paired/small group/class-wide discussions;
- J. Respond to a variety of informal writing prompts;
- K. Engage in a variety of creative connecting projects involving themes, symbols, and materials from each piece.
- L. Critically analyze a piece of literature;
- M. Create and defend a thesis statement;
- N. Document information from a piece of literature;
- O. Gain insight into the plot, action, and significance of events and details in each novel;
- P. Identify and discuss tone, mood, figurative language, and idioms.
- M. 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:

- A. View *In Context: To Kill a Mockingbird*;
- B. View the film version of *To Kill a Mockingbird*;
- C. View *A Man without a Face*;
- D. Create a Power Point or a video that accurately represents the 1930s in America;
- E. Listen to Bob Dylan’s “Emmett Till”; and
- F. Learn about the Scottsboro Boys by using the following web address:
<http://www.law.umkc.edu/faculty/projects/ftrials/scottsboro/scottsb.htm>
- G. 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.

A dialectical journal is a conversation between the student and what they are reading. Students are to simply write down a passage that makes them think or interests them and write about their thoughts. Students are to create a dialectical journal for Part I of *To Kill a Mockingbird*. They

may write about what they liked or disliked, what seemed confusing, what seemed unusual, what they think something might mean, or even personal connections or predictions.

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 -- The Research Paper (4 weeks)

A. Unit Goal – The goal of this unit is to have each student create an annotated bibliography and to defend a thesis statement through research. 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.