

English 10 Honors Curriculum Guide

1. English 10
2. Honors
3. 5 credits
4. Revised August 2007
5. Prerequisites: Passing grade on entrance assessment or 82 or above in previous honors level English class.
6. Course Description: **English 10 Honors** assumes a higher level of literacy and verbal sophistication by students than in the traditional College Prep program. This course focuses more intensely on interpretation of thematic concerns that appear throughout the study of American Literature. The students will be introduced to literary terms that they will then be responsible for referring to and using in subsequent assignments. They will read and be responsible for using literary criticisms. The course will be centered upon students examining works of literary merit thematically and stylistically within the framework of a particular literary genre. Summer work is a requirement.

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: *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*

Jeopardy PowerPoint Review Game

Sample Assignments:

Pre-Reading Activity:

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?

Sample Questions:

WORLD CONNECTION QUESTION:

Example: In the 21st century, is it still necessary for people to create personas?

UNIVERSAL THEME/ CORE QUESTION:

Example: How has the concept of the American Dream changed over time?

Additional Materials

Novel – *Montana 1948*

Larry Watson

Drama – *A Raisin in the Sun*

Lorraine Hansberry

Short Stories –

“The Jilting of Granny...”

Katherine Anne Porter

“In Another Country”

Ernest Hemingway

Film – *Bernice Bobs Her Hair*

Film – *The Great Gatsby*

Introductory PowerPoint
Jeopardy PowerPoint Review Game

Unit 2 – *The Scarlet Letter*, 4 weeks

a. Unit Goals

Students will analyze the novel focusing on the ideas of sin and punishment, both historically and in their present lives.

Students will be familiar with Nathaniel Hawthorne, his writing style, and historical background information on the novel.

Students will explore themes of acceptance, common humanity, and true courage.

b. Unit Objectives

Students will be able to identify characters, events and symbols found in the novel.

Students will be able to understand the consequences of judging others.

Students will be able to produce two creative projects; one of which calls for the use of writing skills, the other of which calls for the use of artistic skills.

Students will be able to become critical readers, thinkers, and writers through a close examination of the novel.

c. Implementation of Technology

Introductory PowerPoint

View Selected Scenes from *The Scarlet Letter* (1979, PBS Version)

Sample Assignments:

Pre-reading Activity:

Imagine that you and a friend commit a crime. You are caught; your friend is not. How do you feel? Will you turn in your friend? How might your feelings change if neither of you is caught?

Sample Questions:

1. Which character of *The Scarlet Letter* is innocent?
2. Think of an adjective that describes the essence of Chillingworth's personality and give a reason for your choice.
3. What does the scaffold represent to the Puritan community?
4. Identify one symbol from the book and explain what it represents.

Additional Materials:

Supplementary texts and poetry:

Plays - *The Crucible*

Epic Review - *Song of Hiawatha*

Short Stories - "The Lottery"

Essays and poems from Native American literature

Introductory PowerPoint

Unit 3 – *A Raisin in the Sun* by Lorraine Hansberry (5 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 Activity: In a thorough and insightful paragraph, explore the following prompt. Imagine that your family suddenly wins the lottery. What does it feel like to have all that money? What will you do with it? What conflicts might arise among family members and others?

Sample Questions/Quote Analysis:

“That is not a man. That is nothing but a toothless rat.” (III)

“He finally came into his manhood today, didn’t he?” (III)

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”;

- 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:

Pre- reading 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>

Sample Questions:

Contrast the women and their points of view.

What do fire and snow represent?

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

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. Write a literary research paper that synthesizes and cites data using researched information and technology to support writing;
17. 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;

18. Use precise language, specific details, definitions, descriptions, examples, anecdotes, and analogies to advance a position;
19. Provide compelling openings and strong closure to written pieces;
20. Use knowledge of Standard English conventions to edit own writing;
21. Use a variety of reference materials, such as a dictionary, grammar reference, and/or Internet/software resources to edit written work; and
22. 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

Assignments

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

12. Additional Materials: copies of novels, use of computer lab/mounted projector, library resources, etc.

13. Evaluation Tools

- a. Measures of student progress: Class participation in various discussions and activities, completion of homework and in-class assignments, students' grades on quizzes and tests
- b. How will you measure the effectiveness of this course? Effectiveness of course will be measured through teacher reflection and student performance on final

assessments.

- c. When was the last mid-term exam written/ or revised? December 2007
- d. When was the last final exam written/ or revised? May 2008

14. 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.

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. Also, all students in Honors level courses must complete summer homework.

15. See class websites at www.hpregonal.org.