

English 10 At-a-Glance

Unit	Students will understand that...	Students will know...	Students will be able to...
Reading Fiction	<ul style="list-style-type: none"> • Authors develop character. • Authors develop theme through conflict and character • Authors use identifiable literary elements and patterns to create meaning in texts. • Texts convey themes that allow us to better understand ourselves and our world. • Authors create their works for a purpose; readers use evidence from the text to decipher the author's purpose. 	<p>Literary Terms (review from 9 as necessary): Irony, Plot Concept, Theme, Symbol, Figurative language (personification, metaphor, simile,).</p> <p>At least one literary pattern. Possible English 10 options include: hero's journey, dystopia, coming of age, comedy, five act, revenge tragedy, Aristotle's tragedy/tragic hero, boarding school story.</p>	<ul style="list-style-type: none"> • Read a variety of novels and short narratives. • Choose and use close reading strategies based on the details of the text to form interpretations and make meaning. • Identify examples of literary tools, and symbols, then explain why an author is using that particular tool or symbol. • Make meaning of what they're reading while they're reading • Annotate a text to show their thinking. • Identify at least one example of a literary pattern and use it as a way to attack/understand the story • Read/view companion texts • Identify the context (geographical, political, social, historical) and use that context to assist in making meaning.
Reading Nonfiction	<ul style="list-style-type: none"> • Not all sources are reliable. • Authors use identifiable rhetorical elements and patterns to create meaning in texts. • The point of view, bias, and historical/cultural background of both the reader and the author influence how a text is written and understood. • Authors create their works for a purpose; readers use evidence from the text to decipher the author's purpose. 	Point-of-view & bias	<ul style="list-style-type: none"> • Read non-fiction, such as news articles or essays. • Choose and use close reading strategies based on the details of the text to form interpretations and make meaning • Identify examples of rhetorical tools then explain why an author is using that particular tool. • Make meaning of what they're reading while they're reading • Annotate a text to show their thinking. • Analyze various accounts of a subject told in different mediums.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading Complex Texts</p>	<ul style="list-style-type: none"> • Classics writers are just like contemporary writers in that they used a variety of literary tools for different purposes, including to entertain, to inform, to persuade, to explain, to characterize. • Classics writers access a variety of themes that connect to modern day life. • It is possible to make sense of classic writing—sometimes it takes multiple close readings. • The genre of literature determines the most effective mode to engage with it. • All performances are adaptations that overlay the writer’s vision and emphasis with that of the actors, directors and producers. • Classic stories have echoes in a variety of contemporary text. • Theme is affected by character motivation. • The point of view, bias, and historical/cultural background of both the reader and the author influence how a text is written and understood. • Visual texts are created for a purpose and include many different forms of media that are analyzed like literary texts. • Authors create their works for a purpose; readers use evidence from the text to decipher the author’s purpose. 	<p>Personification • Aside • Dramatic irony • Foreshadowing • Allusion • Symbolism • Tragic hero • Elements of classic humor • Methods for adding dramatic tension • Plot structure</p>	<ul style="list-style-type: none"> • Compare and contrast how the major themes connect to life in modern society • Identify when a scene connects to a particular theme and describe why • Notice when the author is using a particular literary device and describe why. • Recognize the speakers of key passages from the play based on context clues. • Display fluency in reading complex and/or classic texts. • Display comprehension in reading complex and/or classic texts. • Watch a performance of one or more of the classics or an adaptation of the classic • Identify a director’s vision and evaluate its effectiveness in handling the themes and ideas of a text. • Identify archetypal and genre-based patterns, and recognize those patterns in literary texts (e.g. tragedy and comedy, or hero’s journey as appropriate to the specific texts). • Read/view companion texts (books, articles, short stories, films, musical recordings, etc.) • Identify and evaluate the ways syntax and emphasis change the meaning of dramatic texts. • Read a variety of plays and/or epics during the course.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading Poetry</p>	<ul style="list-style-type: none"> • There are a variety of different lenses (e.g. reader-response, author’s intention, point of view, literary criticism, etc.) through which readers can view poems. • Poets from any era access a variety of themes that can connect to modern-day life. • It is possible to make sense of poetry from any era—sometimes it takes multiple close readings. 	<p>Speaker, Figurative language (Simile, Direct metaphor, Indirect metaphor, extended metaphor, personification), Imagery</p>	<ul style="list-style-type: none"> • Identify literary tools. • Identify why an author is using a particular literary tool (purpose/intent).

Writing Process	<ul style="list-style-type: none"> • Purpose and audience drive the language, style, and structure of writing. • Writers use standards in punctuation, grammar, and vocabulary to assure that they effectively convey their meaning. • Writers use a purposeful, multi-draft process of prewriting, drafting, reviewing, revising, and editing. 		<ul style="list-style-type: none"> • Revise a draft of a paper using peer or instructor feedback. • Edit a draft of a paper to the point of publication.
Narrative Writing	<ul style="list-style-type: none"> • Narrative writing consists of authorial choices, not necessarily limited by “what really happened.” • Narrative writing requires authors to establish clear voice and tone. • Authorial choices help to sharpen characterization and conflict. • Writers use different registers of language (casual, personal, academic) depending on their purpose and audience. 	<p>Authorial choices include the order of events, the details on which to focus, the scenes to be included (or not), the setting, etc.</p> <p>The difference between “showing” and “telling” about a scene: using a balance of action, dialogue, description, and thought.</p>	<ul style="list-style-type: none"> • Write a personal narrative.
Analysis Writing	<ul style="list-style-type: none"> • Analytical writing requires close examination of the parts of a text in order to examine specific literary tools and authorial choices. • A sound literary argument requires textual evidence. 	<p>Differences between analysis and summary</p> <ul style="list-style-type: none"> • Thesis statement • Topic sentence • Strategies for organizing a paper • Academic voice • Plagiarism means using the words, ideas or organization of other writers without giving them credit. • The difference between verbal attributions and written citations 	<ul style="list-style-type: none"> • Write at least one multi-draft analytical document (e.g. essay or speech) • Write other, shorter analytical documents as appropriate to various units • Cite sources appropriately • Use evidence from a literary text to support an argument • Revise essay/speech based on peer and/or instructor feedback as well as independent thought. • Write a claim about the text with a what and a so-what • Identify the topic of a paragraph • Identify the immediate context for the evidence • Include relevant evidence • Summarize or restate the evidence, attempt to explain it.

Expository or Informational	<ul style="list-style-type: none"> • Expository writing consists of interpreting and ordering information into a new, focused message. 	<p>Topic sentence • Thesis statement • Organization</p> <p>Academic voice • Plagiarism means using the words, ideas or organization of other writers without giving them credit. • The difference between verbal attributions and written citations</p>	<ul style="list-style-type: none"> • Write a multi-draft expository document (e.g. essay or speech) • Cite sources appropriately • Use evidence to support an explanation • Revise an essay/speech based on peer and/or instructor feedback as well as independent thought.
Persuasive Argument Writing	<ul style="list-style-type: none"> • Argument writing makes intentional use of rhetorical tools and appeals, methods for eliciting consensus and organizational strategies. • Arguments have logical, intentional, discernible structure. 	<ul style="list-style-type: none"> • Plagiarism means using the words, ideas or organization of other writers without giving them credit. • Types of appeals • Logical fallacies • Methods for eliciting consensus • Refutation • Claim, warrant, evidence • Organizational strategies 	<ul style="list-style-type: none"> • Write a multi-draft persuasive document (e.g. essay or speech) • Cite sources appropriately • Use evidence to support an explanation • Revise an essay/speech based on peer and/or instructor feedback as well as independent thought. • Apply the Know items to the construction of an argument • Take a position. • Write paragraphs with topic sentences, introduce and use evidence, and reasoning. • Identify and respond to possible counterarguments. • Use openings and closings in the essay. • Transition between and within paragraphs. • Order their claims.
Research	<ul style="list-style-type: none"> • Synthesis requires identifying unifying ideas, patterns, and principles. • Academically honest work involves making a unique contribution to a larger academic discussion while simultaneously giving credit to the other thinkers involved. • Focus questions guide the research process, but they also evolve in response to the process and the findings. • Good researchers carefully select information from a variety of resources. 	<ul style="list-style-type: none"> • Plagiarism means using the words, ideas or organization of other writers without giving them credit. • How to use electronic databases • How to evaluate sources • The difference between verbal attributions and written citations 	<ul style="list-style-type: none"> • Create specific parameters for their own research based on their subject, question, or object of study • Adjust the research question based on what was learned or based on the limits of the project. • Identify a variety of search terms • Search, identify, discard, and select useful information from a variety of sources. • Read and take notes from a variety of sources. • Use information from multiple sources with academic integrity • Use MLA or APA style citations, as specified by instructor • Create a Works Cited (MLA) or References (APA) page, as specified by instructor • Attempt to put their source in their own words • Write with a consistent voice

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Speaking and Listening</p>	<ul style="list-style-type: none"> • Public speakers use well-designed content, carefully selected media, and effective presentation skills to assure clarity for audiences. • Organization and practice creates credible, confident speakers. • Effective listening requires engagement, synthesis of information, and response. • Discussion helps participants clarify their own understandings, and see how others interact with and create meaning from texts and ideas. 		<ul style="list-style-type: none"> • Deliver an analytical, persuasive, and/or expository/informative speech. • Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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