10h Grade Honors English Language Arts

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Course Description:  In this class, students will develop their ability to read and analyze multiple genres of literary texts including multiple non-fiction and technical documents.  Also, students will develop their ability to write in response to the text.  They will create well developed essays and projects derived from a thesis created by the student.  Also, students will be expected to use proper mechanics in all writing.  In this class, students will continue to learn strategies to revise and edit work.

Course Objectives: The objectives in this class are defined by the West Virginia Content Standards and Objectives.  These objectives require that students develop their ability to read and analyze multiple literary works and respond to those texts in writing.

Attendance:  Regular Attendance is essential to excel in this class.  Students who are absent will be allowed to complete make-up work.  The state law dictates that students be given a limited amount of days to complete the assignment; however, it is important to remember that frequent absences will result in missing essential instruction, making the completion of the assignment more difficult.

Assignments: During the school year students will compose several essays, complete multiple projects, complete several quizzes and tests, and deliver many oral presentations.  From this work, students will be building a digital portfolio of their best work, which will be evaluated at the end of the year.  Also, students will be asked to complete homework assignments frequently.  Furthermore, students will also complete a research project which will be defined later.   Assignments are due on the date chosen by the teacher.  If work is not submitted by the due date, students will lose one letter grade for each day work is late.

Plagiarism:  Any student who is found to have plagiarized any portion of any assignment will be given a zero for the assignment.

Grading Scale:

90-100% = A

80- 89% =B

70-79% = C

60-69% = D

59 or below = Failure

Unit 1 Short Stories

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| WV CSO’s **ELA.10.1****Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, recognizing when the text leaves matters uncertain.****ELA.10.8** **Analyze how an author’s choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) contribute to its overall structure and create such effects as mystery, tension, or surprise.****ELA.10.21****Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.*** **Introduce a topic; organize complex ideas, concepts, and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.**
* **Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience’s knowledge of the topic.**
* **Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**
* **Use precise language and domain-specific vocabulary to manage the complexity of the topic.**
* **Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.**
* **Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**

**ELA.10.23****Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)****ELA.10.24****Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)**ELA.10.3Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and affect the plot or develop the theme.ELA.10.7Determine the meaning of multiple-meaning words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place or how it sets a formal or informal tone).ELA.10.21Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.ELA.10.24Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.) | * Elements of the short story instruction
* Read/Summarize “The Californian’s Tale”
* Foreshadowing Instruction and practice
* - Summative Assessment- Literary Analysis Essay
* Summative Assessment- Exam
* Instruction on MLA Citation
* Biography Shirley Jackson
* “The Lottery” vocabulary activity
* Read “The Lottery” and complete analysis questions
* Irony instruction
* Level 3 and 4 Question on “The Lottery:
* Summative Assessment- Analysis Essay “The Lottery
* Theme instruction
* Read “Masque of the Red Death”
* Analyze theme in “Masque of the Red Death”
* Direct instruction on symbolism, allegory
* Activity analyzing theme, symbolism, and allegory
* Summative Assessment- Exam on “Masque of the Red Death
* Reflection Essay on short story unit
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Unit 2 Shakespeare

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| **ELA.10.1****Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, recognizing when the text leaves matters uncertain.****ELA.10.2****Determine two themes or central ideas of a literary text and analyze in detail their development over the course of the literary text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the literary text.****ELA.10.3****Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and affect the plot or develop the theme.**ELA.10.18 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently, at the high end of the grade 9-10 text complexity range. ELA.10.26 Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ELA.10.27 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in terms of task, purpose, and audience and in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., MLA or APA). ELA.10.21 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  | * Instruction on APA citation
* Write Biography on Shakespeare
* Read Act I of Macbeth
* Complete short writings and analysis question for each scne
* Review
* Exam on Act I
* Act II and III of Macbeth
* Short writing assignments on scene analysis
* Analysis question on scenes
* Summative Assessment- Exam
* Summative Assessment- Essay/Project/Study Guide
* ACT IV and V
* Short writing assignments on scene analysis
* Analysis Question
* Quiz on Act IV and V
* ReView Macbeth
* Exam on Macbeth
* Project/Presentation
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Unit 3- Argumentative Writiing

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| ELA.10.20 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ELA.10.4 Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text, recognizing when the text leaves matters uncertain. ELA.10.5 Determine two central ideas of an informational text and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational text. ELA.10.15 Analyze and defend various accounts of a subject told in different mediums of informational texts (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. ELA.10.16 Delineate and evaluate the argument and specific claims and counterclaims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  | * Introduction to Donner Party Project and Anticipation Guide
* View Podcast on Donner Party and complete assignment
* Read and take notes on artifacts 1-3
* Read and take notes on artifacts 4-6
* Read and take notes on artifacts 7-11
* Direct instruction on Argumentative writing
* Create thesis and evaluate and choose sources
* Draft Speech/Essay
* Create Project
* Create Presentation
* Reflection
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Unit 4 Rhetorical Analysis

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| **ELA.10.6****Analyze how the author unfolds an analysis or series of complex ideas or events in informational texts, including the order in which the points are made, how they are developed, and how they interact****ELA 10.4****Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text, recognizing when the text leaves matters uncertain.**ELA.10.12 Determine an author’s point of view or purpose in an informational text and evaluate how the author uses rhetoric to advance that point of view or purpose. ELA.10.21 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. * Introduce a topic; organize complex ideas, concepts, and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
* Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience’s knowledge of the topic.
* Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
* Use precise language and domain-specific vocabulary to manage the complexity of the topic.
* Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.
* Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
 | * Instruction on rhetoric
* Commercial activity analyzing rhetoric
* Create Commercial using rhetorical strategies
* Read and Annotate Gettysburg Address
* Analyze speech for ethos, pathos, and logos
* Metaphor analysis
* Gettysburg Address Rhetorical Analysis essay
* Read and Annotate I Have a Dream speech
* Rhetorical analysis essay of I Have a Dream
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Unit 5- Research Project

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| * **ELA.10.21​ Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.’​**
* **ELA.10.27​ Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (e.g., MLA or APA).​**
* **ELA.10.23​ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)​​**
* **ELA.10.24​ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).​**
* **ELA.10.26​ Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation​**
* ELA.10.15  Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.
* ELA.10.27 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (e.g., MLA or APA).
* ELA.10.33 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
* ELA.10.34  Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
* ELA.10.35 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 11 Language standards for specific expectations.
* ELA.10.36 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
* Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
* Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage or Garner’s Modern American Usage) as needed.
* ELA.10.30 Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others’ ideas and expressing ideas clearly and persuasively.
* Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
* Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.
* Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
* Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
 | * Choose Research Topic and Review Rubric
* Direct instruction on APA and MLA citation
* Create Research Questions
* Find and Validate Sources
* Create source and Note Cards
* Instruct and model creating the research paper
* Compose rough draft of research paper
* Peer Review
* Finalize Research paper
* Direct instruction on the completion of Historical research presentation
* Complete research presentation
* Peer Review
* Final Presentations
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Unit 6- Argumentative Unit/ SAT Review- Flag Burning

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| ELA.10.20 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ELA.10.4 Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text, recognizing when the text leaves matters uncertain. ELA.10.5 Determine two central ideas of an informational text and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational text. ELA.10.15 Analyze and defend various accounts of a subject told in different mediums of informational texts (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. ELA.10.16 Delineate and evaluate the argument and specific claims and counterclaims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. ELA.10.10 Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze and defend the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper). ELA.10.17 Analyze and defend influential U.S. documents of historical and literary significance (e.g. Roosevelt’s Four Freedoms speech or King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. ELA.10.19 By the end of the year, read and comprehend nonfiction and other informational texts, independently and proficiently, at the high end of the grade 9-10 text complexity range.

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| ELA.10.24 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and  |
| audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 10.)  |
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ELA.10.36 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELA.10.37 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  |  * Background information on Texas v. Johnson
* Vocabulary Activity
* Read and Analysis decision Texas v. Johnson
* Majority Opinion and Dissenting Opinion
* APA Citation
* Instruction on Argumentative Writing
* Create Thesis
* Find and validate sources
* Compose Argumentative Speech
* Peer Review
* Instruction on Developing Presentation
* Create Presentation
* Deliver Presentation
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Unit 7 – Jury of Her Peers

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| ELA.10.1 Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, recognizing when the text leaves matters uncertain. ELA.10.2 Determine two themes or central ideas of a literary text and analyze in detail their development over the course of the literary text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the literary text. ELA.10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and affect the plot or develop theLA.10.4 theme. ELA.10.10 Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze and defend the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper). ELA.10.21 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  | * Read “Jury of Her Peers”
* Analysis Questions
* Irony Activity
* Vocabulary Activity
* Symbolism Activity
* Exam
* Essay
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Unit 8- “The Yellow Wallpaper”

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| ELA.10.1 Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, recognizing when the text leaves matters uncertain. ELA.10.2 Determine two themes or central ideas of a literary text and analyze in detail their development over the course of the literary text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the literary text. ELA.10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and affect the plot or develop theLA.10.4 theme.

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| ELA.10.25 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically in response to ongoing feedback. ELA.10.26  |
| Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |
| ELA.10.27 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in terms of task,  |

purpose, and audience and in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., MLA or APA). ELA.10.28 Draw evidence from literary or informational texts to support analysis, reflection, and research.  | * Read “Yellow Wallpaper”
* Analysis Questions
* Irony Activity
* Vocabulary Activity
* Symbolism Activity
* Exam
* Group Research Project
* Essay
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Unit 9- Greek Mythology

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| ELA.10.1 Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, recognizing when the text leaves matters uncertain. ELA.10.2 Determine two themes or central ideas of a literary text and analyze in detail their development over the course of the literary text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the literary text. ELA.10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and affect the plot or develop theLA.10.4 theme. ELA.10.23 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.) ELA.10.29 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. .)

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| ELA.10.8 Analyze how an author’s choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) contribute to  |
| its overall structure and create such effects as mystery, tension, or surprise.  |
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| ELA.10.13 Analyze the representation, in a literary text, of a subject or a key scene in two or more different artistic mediums, including what is emphasized or absent in each treatment and why (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of  |
| Icarus).  |

 | * Creation Story Jigsaw Activity
* Greek Mythology Binder
* Uranus Myth
* Analysis Questions
* Quiz
* Kronos and Zeus
* Analysis Questions
* Quiz
* Prometheus
* Questions
* Quiz
* Pandora
* Questions
* Quiz
* Demeter
* Questions
* Quiz
* Psyche and Eros
* Questions
* Quiz
* Daedulus
* Questions
* Quiz
* Cell Phone mythology assignment
* Narcissus and Echo
* Job Application mythology activity
* Video Channel Activity
* Greek Mythology Portfolio
* Final Exam
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