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Course Outline: HS English 10 (2015-2016)

Description: English 10 is a course designed to begin the preparation for a career/college. Students read novels, dramas, short stories, poetry, and nonfiction works and learn to analyze and compare writings in terms of theme, historical influence, and literary devices employed. They expand their vocabulary through the study of word roots, develop listening and speaking skills, and learn to write effectively and coherently. They produce a variety of writings including book reviews and journals, speeches, creative pieces, and autobiographical, expository, analytic, reflective, argumentative, cause and effect, compare and contrast, and research based essays.

Overview: There are three basic components to this course: Literature and nonfiction reading and analysis, a variety of writing assignments, and vocabulary development.

This is a one-year, 10 credit course

Vocabulary: The vocabulary requirement will be met through the completion of assignments and assessments drawn from course readings and topics of study.

Literature Reading and Analysis –

1) Anthology assignments – Every learning period, you will be assigned approximately 4-5 (7 for College prep students) literature pieces from the *Reader's Choice* text. I will distribute copies of the individual readings, since you will not have a physical copy of the textbook. After reading, please complete any attached assignments and prepare to discuss the readings in class. *For full homework credit, please answer thoroughly and in complete sentences.*

2) Informational Text Analysis- You will read and analyze complex non fictional text, both in class and as individual assignments.

3) Novel Reading – Each semester, you will be reading one teacher-selected novel in its entirety. Additionally, students will self-select a novel for additional reading throughout the semester. I have provided a list of suggested books, but students may choose any book they like as long as it is at grade-level or above. Independent reading will be assessed near the end of the semester.

For full credit, please read both novels per semester and complete all assignments according to teacher direction. Complete sentences and neatness are important.

Writing Assignments –

Every learning period, you will be assigned writing projects and essays that are varied in format. These need to be typed and should reflect your very best efforts. Rubrics will be provided so that you will know how your writing assignments will be evaluated. Where possible, model samples will also be provided. We will focus on the following:

Genre-based writing (Narrative, Descriptive, Argumentative, Compare/Contrast, Poetry, Response to Literature, Summary, Research, and Fiction).
Literary writing activities based on novel reading.

Final Exams –

In order to receive credit in English 10, students are required to complete a final exam and a final essay each semester.

Approximate Weighting of Assignments & Assessments

Reading and Responses to Lit and Non-fiction	30%
Writing Assignments	25%
Vocabulary Assignments	10%
Participation	15%
Semester Final	20%

Materials Needed for Class:

1 ½ inch binder
Notebook paper
Pencil
Highlighter
Notebook dividers
Assigned readings
Self-selected Literature novel

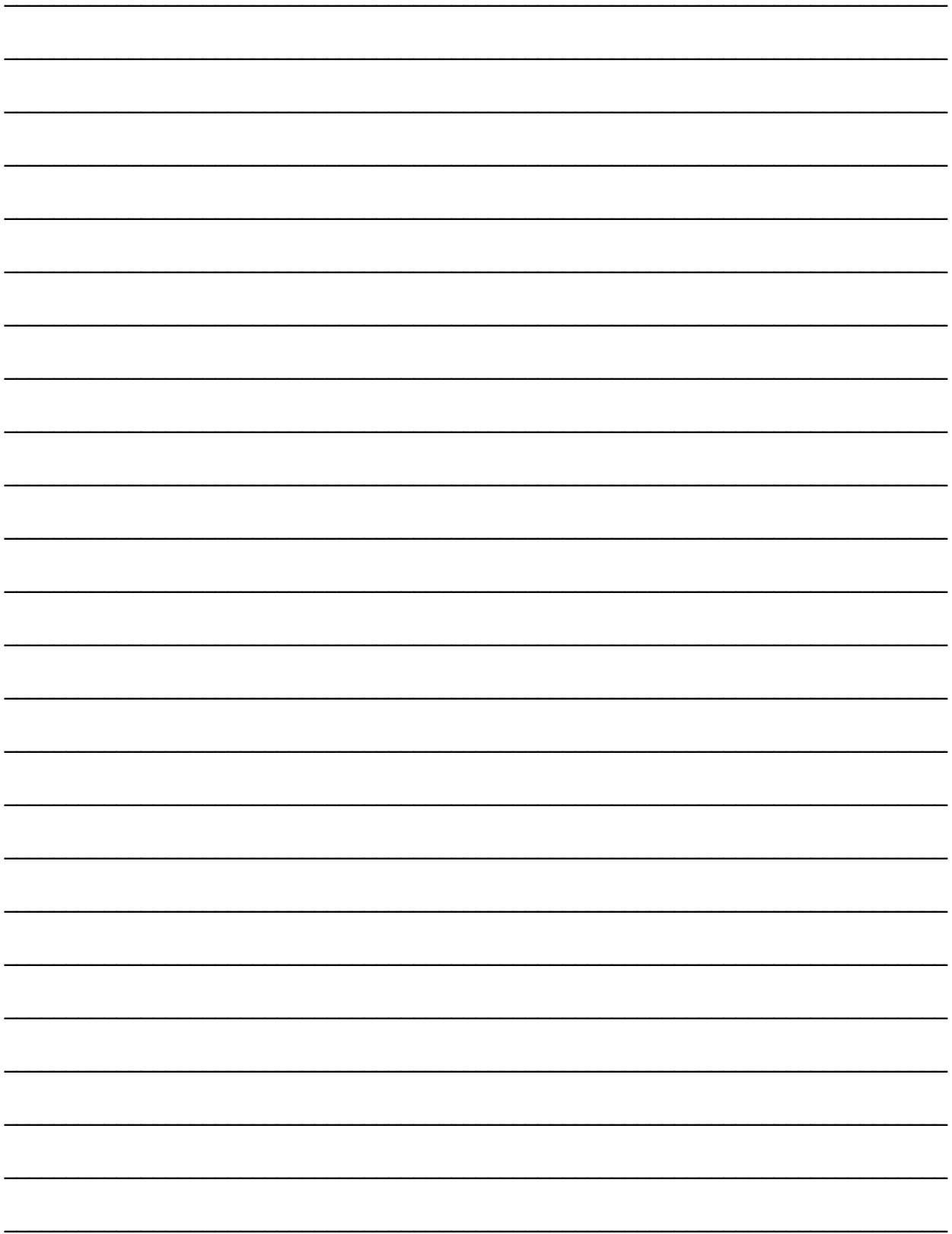
Late Work

Students are required to write their homework assignment and due date in their student planner. It is your student's responsibility to turn in homework *on time*. If absent, students and parents need to check the class website - mrchrisattlc.weebly.com - for any homework or handouts of missed class. For an excused absence, students will be allowed to turn in missed work within one week of their missed date.

First Week's English Assignments

Please complete these assignments and bring them to our first class session. I am looking forward to meeting you all!

1. Read "An Occurrence at the Owl Creek Bridge" by Ambrose Bierce.
2. As you are reading through the story, complete the independent vocabulary list with vocab words from the story.
3. After reading "An Occurrence at the Owl Creek Bridge," respond to the Literary Response Questions for the story.
4. Write a four-paragraph "About Me" essay (see attached prompt).



English

NAME:

DATE:

Literary Response Questions for "An Occurrence at the Owl Creek Bridge"

1. Did the ending surprise you? Why or why not? How long did it actually take for Farquhar to die?
2. Bierce tells almost all of the story in the past tense. However, he writes Sentences 2 through 8 of the second-to-last paragraph of the story in the present tense. Why?
3. Sum up the methods Bierce uses to build suspense.
4. Is Ambrose Bierce biased toward one side of the Civil War? Does the narrator describe the Union soldiers more positively than Farquhar, or vice versa?
5. Who is the protagonist and who is the antagonist of this story?

6. How should civilians who participate in war be treated? Like civilians? Like soldiers?

7. The story demonstrates the protocol and enactment of military justice. Is Bierce commenting on military law? What do you think?

8. Did the Union forces have a right to hang Farquhar without first trying him in a court of law?

9. Do you sympathize with Farquhar? Explain your answer.

10. Bierce points out in his narration that the Owl Creek bridge runs from north to south (or from south to north). Since Peyton Farquhar, a slaveowner, is to be hanged from the bridge, what could the bridge symbolize?

“About Me” Introductory Essay - 10th Grade English

Greetings Sophomores,

You are moving up the food chain! To start things off this year, I would like to get to know you a little bit. I have some questions below organized into a prompt for a four-paragraph essay. Try to answer all the questions in the text of your essay. Feel free to include anything else about yourself that you'd like to share.

Write your four-paragraph essay in MLA format with 12 pt. Times New Roman font and 1” margins. Your name, the teacher’s name name, the class title, and the date should be at the upper left corner of your paper.

For a complete guide to MLA formatting, see:

http://www.csus.edu/owl/index/mla/mla_format.htm

Format

Come up with a creative title for your paper, and then follow the template below:

Paragraph 1 - Introduce yourself

Who are you? What makes you uniquely you? What are you good at? Who are the most important people in your life? What is the most important thing in the world to you? Who is your favorite musical artist? What is your favorite movie?

Paragraph 2 - Academics

What are your academic goals? What do you see as your greatest academic strength? What is your most significant academic weakness? What do you want to improve upon in school this year overall and in English specifically? What helps you achieve in class? What keeps you from achieving?

Paragraph 3 - Life outside of school

Outside of school, what is your favorite thing to do? Tell me about it. Is there some new hobby you would like to take up or skill you would like to develop? What is your family like? What are your friends like? If you could travel to one place in the world, where would that be?

Paragraph 4 - Looking toward the future

How do you see yourself at the end of this school year? How will you have changed? Describe your future self and how your developments over the '14-'15 school year will have affected your attitude, demeanor, and appearance. Describe the image of yourself that you see.

Grading Rubric

My essay is well organized, following the structure above. My essay is four paragraphs long, with an introductory paragraph, two body paragraphs, and a concluding paragraph. ___/10

My essay provides essential information about myself and my goals according to the guidelines provided. Bonus points will be given for creativity. ___/10

My essay is properly indented and follows MLA formatting. ___/5

My essay is free of spelling and grammar errors. I use transitional words and phrases that join ideas and paragraphs. ___/10

Total ___/35