

# English 10

## Course Syllabus



### Supervising Teacher

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### Course Description: English 10 – General and World Literature

The main goal of this course is for students to develop their understanding of literature and their language usage skills, with the emphasis on the four pillars of English: vocabulary development, grammar (including usage, mechanics, punctuation, parts of a sentence, and spelling), reading comprehension, and written and spoken language.

### Recommended Textbooks (you only need to select one):

<p><b>EMC Masterpiece Series, Literature and the Language Arts - Understanding Literature 10 SE 2005 edition</b> <b>I-DEA TOP PICK</b></p> <p><b>EMC Masterpiece Series, Literature and the Language Arts - Understanding Literature 10 TE 2005 edition</b> <b>I-DEA TOP PICK</b></p> <p>This is a good curriculum for students who are <b>advanced</b>.</p>
<p><b>PEARSON - PRENTICE HALL Literature, Penguin Edition (High School) Grade 10 SE 2007 edition</b> <b>I-DEA TOP PICK</b></p> <p><b>PEARSON - PRENTICE HALL Literature, Penguin Edition (High School) Grade 10 TE 2007 edition</b> <b>I-DEA TOP PICK</b></p> <p>This is a good curriculum for students who are <b>at or above grade level</b>.</p>
<p><b>MCGRAW-HILL - GLENCOE Literature The Reader's Choice Course 5 2007 SE I-DEA TOP PICK</b> <b>MCGRAW-HILL - GLENCOE Literature The Reader's Choice Course 5 2007 TE I-DEA TOP PICK</b></p> <p>This is a good curriculum for students who are <b>at or below grade level</b>.</p>
<p><b>EMC Masterpiece Series, Literature and the Language Arts - The EMC Write-In Reader 10 SE</b> <b>EMC Masterpiece Series, Literature and the Language Arts - The EMC Write-In Reader 10 TE</b></p> <p>NOTE: A grammar component is needed! A good one is <b>Easy Grammar Plus</b>. Order all three books of EGP (five books in all, makes a very effective and inexpensive package).</p> <p>This is a good curriculum for students of <b>any level</b>.</p>

Ninety hours of class time is required by the state, which is one hour per school day per subject in order to earn the high school credit. See the pacing guide on your class Moodle site for suggestions on how to cover your textbook.

### Required Materials:

*My Access!* on-line writing program (provided to the high school students by I-DEA)  
**Class novel** – see list below  
**Class Shakespeare** – see below

### Suggested Supplemental Materials:

Accompanying workbooks that go with your textbook can help to strengthen certain skills, such as spelling or grammar. Look at your last Isat scores to see where any areas of concern are.

Note: For students taking English along with the elective class, *Writer's Workshop*, using the text, Glencoe *Writer's Choice*, the Glencoe workbooks are the same for both *Reader's Choice* and *Writer's Choice*.

**Class Novel:** In addition to what you do in your English textbook each day, you also need to be reading a class novel on your own time—*not* as part of the regular English hour/day requirement. This is the **anchor in January and May**.

As part of this requirement, you are *required* to **read two of the novels on the following list** (one per semester). The novels for tenth grade are:

- Animal Farm* (George Orwell)
- A Separate Peace* (John Knowles)
- Johnny Tremain* (Esther Forbes)
- Red Badge of Courage* (Stephen Crane)
- The Hobbit* (JRR Tolkien)
- Little Women* (Louisa May Alcott)

Most of these novels may be acquired through the I-DEA Catalog (with, in some cases, an extremely helpful supplemental teacher's guide), from a public library, or may be purchased. There are also many websites that can assist you in your understanding of what you are reading.

The final novel quiz will be set up to accommodate any one of these novels in either semester, so you may choose which semester you would like to read which novel—just as long as one from the list is completed, and the quiz is taken, by the **January and May anchor due dates**. **The novel quiz may be taken at any time during the semester prior to the January (Fall Semester) and May (Spring Semester) anchor due date**. Warning: The final novel quiz is set up specifically for the actual *novel*, not movies.

Hopefully you are not reading just one novel per semester - I hope you are reading every day from many novels of your own choosing!

**FALL ONLY - The play for 10<sup>th</sup> grade is *Hamlet*.** If this is not the play in *your* textbook, it is still the required play for I-DEA, Fall Semester only.

You may acquire this play from our catalog (with a very helpful teacher’s guide), a bookstore, or a library. I highly recommend you get a dual text version (with the original and the modern version side by side on the page). We have a few dual text versions in our catalog. Barron’s publishes a very good version. Through Amazon.com, you can often get a good used dual text copy for as little as 95 cents, plus postage.

Most teachers save the movie version for a reward at the end, but I recommend getting some version of the play in movie form and watching it before you start reading the play itself; that way you will know what is going on. The best versions are the 1990 Mel Gibson version (2 hours), or the 1996 Kenneth Branagh version (4 hours). Most libraries will have some version of this great play, and NetFlix is also great source. **Parents are responsible for previewing for content, especially the Branagh version.**

Part of your final grade (for Fall Semester only) will be a quiz on this play, with questions you will know only from reading the play (not just from watching the film).

You would be getting a very poor education indeed if you were not exposed to some of the greatest English literature ever written. I am here to help you with this, so do not hesitate to email me with your questions. A weekly optional I-Link session will be available also (see Moodle for the link, dates, and time).

**Suggested Portfolio Inclusions:**

1. **Vocabulary Log:** This is not a requirement, but may be the best way to cover **Standard One, Reading Process**. As you read, you could jot down words that you don’t know, and look them up later as part of your class work. Use the words in practical sentences, find their origin, look at their different meanings, and connect any prefixes and suffixes to other words and usages.
2. **Reading Log and Journal:** This is not a requirement, but is a great way to cover Standard Two, Comprehension and Interpretation. And keeping a weekly **reading log** can be really helpful to your learning. Your log could include the title, date, pages read, and time read, while your **journal** could include what you think about the reading so far, a letter to a character, what you would do if you are in a similar situation, a different ending, dialog with the author and/or character, etc. This reading log/journal could be as simple as a spiral notebook, divided into five columns per page, with the largest space for journaling.

**Class Requirements / Anchors**

1. **My Access!:** Anchor Assignment in **Fall Semester (October, November) and Spring Semester (February, March, April)** – see chart below. You may include your final essay in hard copy in your portfolio if you want. This requirement, if included in the portfolio in hard copy, can cover Standard 3 (Writing Process), Standard 4 (Writing Application), and Standard 5 (Writing Components), as long as you have a different essay for each standard.
2. **Shakespeare Play: *Hamlet***  
Required during Fall Semester only. The final quiz is the **anchor assignment for December**. **This quiz can be completed any time during the semester, up until the December anchor due date.** This is a timed quiz taken through our class Moodle site. A voluntary weekly class will be offered through ILink, with the link, dates, and times posted on Moodle. A *voluntary* Shakespeare play will also be offered during Spring Semester, just for fun!
3. **Novel quiz: (see class list above):**  
This will be a timed quiz taken through our class Moodle site on the novel of your choice from the class list. **This quiz can be completed at any time during the semester, up until the anchor due dates for January and May.**
4. **Standards-based Portfolio:**  
This will include all the state English standards. You can find these on your ILP, or at the end of this syllabus.

<u>Anchor Months</u>	<u>Moodle Orientation-see due date on Moodle</u>	<u>My Access! - due on Anchor Due Date</u>	<u>Shakespeare Quiz – due on Anchor Due Date</u>	<u>Novel Quiz – due on Anchor Due Date</u>	<u>Portfolio</u>
September	X				
October		X			
November		X			
December			X		
January				X	Portfolio should be ½ complete
February		X			
March		X			
April		X			
May				X	Portfolio must be complete

### Course Evaluation:

**Parent Responsibility:** 60% of the final grade.

### Teacher Responsibility:

Fall Semester, the final 40% will be based on:

- 2 My Access! prompts/anchor essays (**due by October and November anchor due dates**)
- 1 Shakespeare play quiz (required in Fall only – **due by December anchor due dates**)
- 1 novel quiz (see class novel list – **due by January anchor due date**)

Spring Semester, the final 40% will be based on:

- 3 My Access! prompts/anchor essays (**due by February, March, and April anchor due dates**)
- 1 novel quiz (see class novel list (**due by May anchor due date**))

### I-DEA Student Honor Code:

With any form of valid proof of dishonesty with regard to student work or testing, the instructor may elect from a range of actions. Academic dishonesty could lead to a zero grade for the assignment or even failure for the entire course following consultation between the instructor, Secondary Supervisor, and Director.

All students must adhere to the **Honor Code:**

*“On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means that I will do my own work; I will not lie, cheat, steal, or claim another’s work as my own, including plagiarizing; and as a member of this academic community, I am committed to maintaining an environment of respect and mutual trust.”*

## IDAHO CONTENT STANDARDS GRADE 10 LANGUAGE ARTS

### Standard 1: Reading Process

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

- Goal 1.1: Acquire Concepts About Print
- Goal 1.2: Acquire Concepts About Text
  - 10.LA.1.2.1 Analyze the structure and format of various informational documents.
  - 10.LA.1.2.2 Identify the text characteristics of different genres of literature.
- Goal 1.3: Acquire Phonological Awareness Skills
- Goal 1.4: Acquire Decoding Skills Using Word Parts
- Goal 1.5: Acquire Decoding Skills Using Syllabication
- Goal 1.6: Acquire Decoding Skills Using Context
- Goal 1.7: Acquire Fluency
- Goal 1.8: Vocabulary and Concept Development
  - 10.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words.
  - 10.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words.

### Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze organizational patterns and evaluate authors’ arguments and positions. Students conduct in-depth analyses of the author’s craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

- Goal 2.1: Acquire Strategies and Skills for Comprehending Text
  - 10.LA.2.1.1 Synthesize the content from several sources on a single issue; compare and contrast ideas to demonstrate comprehension.
  - 10.LA.2.1.2 Apply reading strategies to self monitor for comprehension.
  - 10.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.
- Goal 2.2: Acquire Skills to Comprehend Expository Text
  - 10.LA.2.2.1 Critique the logic of informational texts by examining the sequence of information and procedures.
  - 10.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).
  - 10.LA.2.2.3 Evaluate the comprehensiveness and validity of evidence in an author’s argument.
- Goal 2.3: Acquire Skills for Comprehending Literary Text
  - 10.LA.2.3.1 Read and respond to literature from a variety of genres.
  - 10.LA.2.3.2 Analyze characters’ traits by what the characters say about themselves in narration, dialogue, and soliloquy.
  - 10.LA.2.3.3 Explain the author’s point of view and interpret how it influences the text.
  - 10.LA.2.3.4 Compare works that express a universal theme and provide evidence to support the views expressed in each work.
  - 10.LA.2.3.5 Analyze ways in which authors use imagery, figures of speech, and the “sound” of language

- for effect.
- 10.LA.2.3.6 Compare and contrast authors' styles on the basis of such elements as word choice and sentence syntax.

### Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include prewriting using organizational strategies, drafting for content, and editing for correct use of writing components.

- Goal 3.1: Acquire Prewriting Skills
  - 10.LA.3.1.1 Generate ideas using a variety of strategies.
  - 10.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing.
  - 10.LA.3.1.3 Apply organizational strategies to plan writing.
  - 10.LA.3.1.4 Match format to purpose and audience.
  - 10.LA.3.1.5 Produce a piece of writing within a set period of time.
- Goal 3.2: Acquire Skills for Writing a Draft
  - 10.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.
  - 10.LA.3.2.2 Sequence ideas in a cohesive, meaningful order.
- Goal 3.3: Acquire Skills for Revising a Draft
  - 10.LA.3.3.1 Revise draft for meaning, clarity, and effective organization.
  - 10.LA.3.3.2 Add relevant details and delete irrelevant or redundant information.
  - 10.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization.
  - 10.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style.
  - 10.LA.3.3.5 Use literary models to refine writing style.
  - 10.LA.3.3.6 Conference with others to improve writing.
- Goal 3.4: Acquire Skills for Editing a Draft
  - 10.LA.3.4.1 Use editing marks to indicate errors in conventions.
  - 10.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.
- Goal 3.5: Acquire Skills to Publish Writing
  - 10.LA.3.5.1 Publish improved draft.
  - 10.LA.3.5.3 Use appropriate technology to produce a final draft.
  - 10.LA.3.5.2 Share writing with intended audience.

### Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on expository writing that can be applied to all content areas.

- Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills
  - 10.LA.4.1.1 Write narratives or short stories that describe the specific actions, movements, gestures, and feelings of the characters.
  - 10.LA.4.1.2 Write original creative works including prose and poetry.
- Goal 4.2: Acquire Expository (Informational/Research) Writing Skills
  - 10.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.
  - 10.LA.4.2.2 Write a research report that includes a thesis, provides relevant support, and documents sources.
  - 10.LA.4.2.3 Write résumés, cover letters, and job applications.
- Goal 4.3: Acquire Persuasive Writing Skills
  - 10.LA.4.3.1 Write persuasive compositions that use specific rhetorical devices to support assertions (e.g., appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote or analogy).
- Goal 4.4: Acquire Skills for Literary Response
  - 10.LA.4.4.1 Write responses to literature that demonstrate an understanding of literary elements such as plot, theme, characterization, tone, style, foreshadowing, and figurative language.
  - 10.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles.

### Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify the correct use of major conventions.

- Goal 5.1: Acquire Handwriting Skills
- Goal 5.2: Acquire Spelling Skills
- Goal 5.3: Acquire Skills for Sentence Structure
  - 10.LA.5.3.1 Apply correct and varied sentence types in writing.
  - 10.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency.
- Goal 5.4: Acquire Skills for Using Conventions
  - 10.LA.5.4.1 Demonstrate in writing the correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure.
  - 10.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.

### Standard 6: Communication

- Goal 6.1: Acquire Listening Skills
- Goal 6.2: Acquire Speaking Skills

- Goal 6.3: Acquire Viewing Skills