

English 10 Honors

This course will prepare students for the TNReady State Test given April. Students will also be exposed to ACT/SAT skills and test preparation. In addition, students will be prepared for the AP Literature and Composition exam taken at the end of their senior year.

PLAGIARISM- defined as use of another's ideas or words as one's own with no citation or credit given to the original source. While action taken will vary according to individual cases, any student who plagiarizes will receive a zero on the assignment and will be referred to the office for further discipline. While I understand the impulse of a parent to help a child struggling with an assignment, I will consider a paper written with undue help from a parent plagiarized. I would rather have a student struggling with writing come to me for help. I am more than willing to make time for any student wanting assistance. Anyone with questions about this policy can call me at the number and times listed at the top of the page.

Pacing/Units—This guide is subject to change based on student need, proficiency, and preference.

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Unit 1: Cultural Conversations Term 1

We will read some/all of the following pieces, supplemented by the works listed at the end of the pacing guide. With each we will annotate, discuss, write. There are two major writing assignments and formal tests (multiple choice and timed writing).

Fiction: "Two Kinds" by Amy Tan, "Legal Alien" by Pat Mora, "My Mother Pieced Quilts" by Teresa Paloma Acosta, "Everyday Use" by Alice Walker, *A Separate Peace* by John Knowles, *Lord of the Flies* by William Golding

Non-fiction: "What is Cultural Identity?" by Trumbull and Pacheco, "Ethnic Hash" by Williams, excerpt from *Frida: A Biography of Frida Kahlo* by Herrera, "By Any Other Name" Santha Rama Rau, "Multi-Culturalism Explained in One Word: Hapa", "Where Worlds Collide" by Iyer, "Two Ways to Belong in America" by Bharati Mukherjee, "An Indian Father's Plea" by Robert Lake

Writing assignments:

Writing about Cultural Identity—Narrative

Synthesis Paper-Argumentation/Position Paper

Standards:

9-10.RL.KID.1-3, 9-10.RL.CS.4-6, 9-10.RL.IKI.7/9, 9-10.RL.RRTC.10

9-10.RI.KID.1-3, 9-10.RI.CS.4-6, 9-10.RI.IKI.7-9, 9-10.RI.RRTC.10

9-10.SL.CC.1-3, 9-10.SL.PKI.4-6

9-10.W.TTP.1-3, 9-10.W.PDW.4-6, 9-10.W.RBPK.7-9, 9-10.W.RW.10

Unit 2: Cultural Conflicts Term 2

We will read some/all of the following pieces, supplemented by the works listed at the end of the pacing guide. With each we will annotate, discuss, write. There are three major assignments and formal tests (multiple choice and timed writing).

Fiction: *Things Fall Apart* by Chinua Achebe, African Proverbs, "Prayer to the Masks" by Leopold Senghor, "The Second Coming" by W.B. Yeats, *The House on Mango Street* by Sandra Cisneros, *The Absolutely True Diary of a Part-time Indian* by Sherman Alexie, *Cry the Beloved Country* by Alan Paton, *Master Harold and the Boys* by Athol Fugard, various myths

Non-fiction: "An African Voice" by Katie Bacon. essays by Sherman Alexie.

Writing Assignments:

Revision of summer assignment

Research and Comparing Pre-and Post-Colonial Ibo Culture

Writing a Literary Analysis

Standards

9-10.RL.KID.1-3, 9-10.RL.CS.4-6, 9-10.RL.IKI.7/9, 9-10.RL.RRTC.10

9-10.RI.KID.1-3, 9-10.RI.CS.4-6, 9-10.RI.IKI.7-9, 9-10.RI.RRTC.10

9-10.SL.CC.1-3, 9-10.SL.PKI.4-6

9-10.W.TTP.1-3, 9-10.W.PDW.4-6, 9-10.W.RBPK.7-9, 9-10.W.RW.10

Unit 3: Cultural Perspectives Term 3

We will read some/all of the following pieces, supplemented by the works listed at the end of the pacing guide. With each we will annotate, discuss, write. There are two major assignments and formal tests (multiple choice and timed writing).

Fiction: "Where I'm From" by George Ella Lyon, from *Persepolis* by Marjane Satrapi, "Woman with Kite" by Chitra Banerjee Divakaruni, "Grape Sherbet" by Rita Dove, *All Quiet on the Western Front* by Erich Maria Remarque

Non-fiction: from *Funny in Farsi* by Firoozeh Dumas, from *Kaffir Boy* by Mark Mathabane, "Pick One" by Davis Matthews, from "If You Are What You Eat, Then What Am I?" by Geeta Kothari, from *The Hunger of Memory* by Richard Rodriguez, "Thanksgiving: A Personal History" by Jennifer New, "Time to Assert American Values" from *The New York Times*, "Rough Justice" by Alejandro Reyes, from "On Civil Disobedience" Ghandi, "On Women's Right to Vote" by Susan B. Anthony, *Declaration of the Rights of the Child*, "Number of Hungry People in the World" WHO, "School's Out for Summer" by Anna Quindlen, from "One Word of Truth Outweighs the World" by Solzhenitsyn

Writing assignments:

Writing a Narrative

Creating an Argument

Standards

9-10.RL.KID.1-3, 9-10.RL.CS.4-6, 9-10.RL.IKI.7/9, 9-10.RL.RRTC.10

9-10.RI.KID.1-3, 9-10.RI.CS.4-6, 9-10.RI.IKI.7-8, 9-10.RI.RRTC.10

9-10.SL.CC.1-3, 9-10.SL.PKI.4/6

9-10.W.TTP.1/3, 9-10.W.PDW.4-6, 9-10.W.RBPK.7-9, 9-10.W.RW.10

Unit 4: Dramatic Justice Term 4

We will read some/all of the following pieces, supplemented by the works listed at the end of the pacing guide. With each we will annotate, discuss, write. There are four major assignments and formal tests (multiple choice and timed writing).

Fiction: *Antigone* and *Oedipus Rex* by Sophocles, *Julius Caesar*, *Othello*, excerpts from *Romeo and Juliet*, from *Les Miserables*, from *A Sport of Nature* by Nadine Gordimer, from *Daughter of Fortune* by Isabelle Allende

Non-fiction: from Aristotle's *Poetics*

Writing Assignments:

Literary Analysis

Oral Presentation of Literature

Argumentative Essay

Major Poet Project

Standards

9-10.RL.KID.1-3, 9-10.RL.CS.4-6, 9-10.RL.IKI.7/9, 9-10.RL.RRTC.10

9-10.RI.CS.6, 9-10.RI.IKI.8, 9-10.RI.RRTC.10

9-10.SL.CC.1, 9-10.SL.PKI.4-6

9-10.W.TTP.2-3, 9-10.W.PDW.4-6, 9-10.W.RBPK.7-9, 9-10.W.RW.10

Pacing for IV: Vocabulary from Latin and Greek Roots—A Study of Word Families

Units 1-5 Term 1

Units 6-10 Term 2

Units 11-15 Term 3

Units 16-20 Term 4

Standards: 9-10.L.CSE.1-2, 9-10.L.KL.3, 9-10.L.VAU.4-6

Textbooks:

The following are sources that may be used during the school year.

World Literature, Holt Rinehart and Winston, 1993.

Speeches That Changed the World –Smith Davies, 2005.

Perrine's Structure, Sound, and Sense, 9th edition, 2006.

St. Martin's Handbook, 6th edition, 2009.

Bulfinch's Mythology: The Age of Fable, 1855 and/or Edith Hamilton's *Mythology*, 1940.

How to Read Literature Like a Professor by Thomas Foster, 2003.

Spring Board College Board, Course 10

Alternative Works:

If any work is deemed objectionable, please contact your teacher with your concerns. An alternative text will be provided.