

English 10 Honors AVID

This course will prepare students for the TNReady State Test given in April. Students will also be exposed to ACT/SAT skills and test preparation.

Textbooks:

The following are sources that may be used during the school year. If any work is deemed objectionable, please contact the teacher with your concerns. An alternative text will be provided.

Spring Board College Board Curriculum, Course 10

Julius Caesar by William Shakespeare

Antigone by Sophocles

Night by Elie Wiesel

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

Programs:

Commonlit.org—online reading comprehension platform

IXL—online grammar, writing, and reading skill practice platform

SpringBoard Curriculum and Pacing

Unit	Essential Questions	Literary Terms	Academic Vocabulary	Embedded Assessments	Goals
Unit 1 The Power of Argument	How should we interact with the world around us? To what extent are we responsible for our fellow humans? How do authors use evidence to create a persuasive argument?	diction logical fallacy	appeals concession consensus evidence figurative inferred literal rebuttal	EA 1: Creating an Argument EA 2: Participating in a Debate	<ul style="list-style-type: none"> To analyze the characteristics and structural elements of argumentative texts To analyze the purpose and effect of language choices and rhetorical devices To defend or challenge an author's claims using text evidence To compose argumentative texts To collaborate within a team to present a stance
Unit 2 Persuasion in Literature <i>Things Fall Apart</i> (novel)	What can a character's use of persuasion reveal to a reader? How can a work of literature reflect a cultural perspective? What is the value of making connections between characters from different texts, time periods, or cultures?	archetypes characterization epigraph foil folktale foreshadowing irony motifs tragic hero	proverb	EA 1: Writing a Literary Analysis Essay EA 2: Writing a Short Story	<ul style="list-style-type: none"> To read and analyze world literature across literary periods To analyze and appreciate how authors use persuasion in fiction To analyze how themes are developed through characterization, plot, and historical and cultural settings To compose a literary analysis of a novel To compose a short story using genre characteristics and craft
Unit 3 Voice in Synthesis	What is the relationship between individual freedom and social responsibility? What does it mean to have a voice? How does one enter into an ongoing discussion about a subject?	call to action satire	caveat elaborate synthesis tenor verbatim	EA 1: Creating an Annotated Bibliography EA 2: Presenting a Solution to an Environmental Conflict	<ul style="list-style-type: none"> To synthesize multimodal texts To defend or challenge an author's claims using text evidence To analyze the purpose and effect of language and rhetorical devices on audience and meaning To compose argumentative texts by synthesizing sources To give a formal presentation that incorporates information from multiple reliable sources
Unit 4: Praise, Mock, Mourn <i>Antigone</i> (Drama)	Why are humans inclined to respond to people, objects, and events with praise, mockery, or mourning? How can authors use language to create an effect on their readers? How can a performer communicate a character's perspective through oral and visual interpretation?	dynamic character elegy imagery irony mood sarcasm satire stage directions static character stichomythia tone voice		EA1: Writing an Analysis of a Piece of Creative Writing EA2: Performing a Scene from Antigone	<ul style="list-style-type: none"> To use context to distinguish among denotative, connotative, and figurative meanings of words To analyze the effects of meter and rhyme schemes in poetry To analyze how the author's use of language informs and shapes the perception of readers To compose literary texts such as fiction and poetry using genre characteristics and craft To perform a scene using vocal and visual delivery

Red = Core Text

KEY TEXTS Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level)	STRATEGIES FOCUS While explicit teaching of effective strategies has taken place in previous grade levels, the following list highlights key strategies reinforced in this grade level.	
<p>Informational Text: “Vaccination,” by the Jenner Institute</p> <p>Speech: From <i>On Civil Disobedience</i>, by Mohandas K. Gandhi</p> <p>Infographic: National Institutes of Health</p> <p>Poetry: “Touchscreen,” by Marshall Davis Jones</p> <p>Poetry: “Funeral Blues by <i>Antigone</i>,” by W.H. Auden</p> <p>Short Story: “Marriage is a Private Affair,” by Chinua Achebe</p> <p>Editorial: “The Summer Hunger Crisis,” by Billy Shore</p> <p>Argumentative Text: Excerpt from <i>Reality is Broken</i>, by Jane McGonigal, PhD</p> <p>Graphic Novel: Excerpt from <i>Persepolis</i>, by Marjane Satrapi</p> <p>Poetry: “Grape Sherbet,” by Rita Dove</p> <p>Short Story: “Tuesday Siesta,” by Gabriel García Márquez</p> <p>Speech: “On Surrender at Bear Paw Mountain, 1877,” by Chief Joseph</p> <p>Speech: “On Women’s Right to Vote,” by Susan B. Anthony</p> <p>Speech: Excerpt from “Hope, Despair, and Memory,” Nobel Lecture by Elie Wiesel</p> <p>Short Story: “The Third and Final Continent,” by Jhumpa Lahiri</p> <p>Novel: Excerpt from <i>Change</i>, by Mo Yan</p> <p>Drama: <i>Antigone</i> by Sophocles</p> <p>Research Report: Excerpt from “Single-Use Plastics: A Roadmap for Sustainability,” by the United Nations Environment Programme</p> <p>Legal Document</p> <p>Editorial: “Diners should pay attention to workers, not just the food,” by Kathleen Kingsbury</p> <p>Novel: <i>Things Fall Apart</i>, by Chinua Achebe</p> <p>Poetry: “Prayer to the Masks,” by Léopold Sédar Senghor</p> <p>Poetry: “The Second Coming,” by William Butler Yeats</p> <p>Interview: “An African Voice,” by Katie Bacon</p> <p>Illustration: <i>Smallpox—the Speckled Monster</i>, by James Gillray</p> <p>Film: <i>Video Games will Make Us Smarter</i>, from Intelligence Squared</p>	<ul style="list-style-type: none"> • OPTIC • Socratic Seminar • RAFT • Marking the text • Fishbowl 	<ul style="list-style-type: none"> • Levels of Questioning • SMELL • SOAPStone • SIFT • Discussion Groups
	<p>LANGUAGE AND WRITER’S CRAFT AND LANGUAGE CHECKPOINTS Instruction that provides grammar support and in the context of actual reading and writing. Grammar and Usage call-out boxes contain additional grammar instruction</p> <ul style="list-style-type: none"> • Syntax • Colon and Semicolon • Phrases and Clauses • Introducing Dialogue • Sentence Variety • Varying Sentence Beginnings • Outlining and Organizing an Argument • Active and Passive Voice • Compare/Contrast • Academic Voice • Using Precise Language and domain specific vocabulary • Word Patterns • Semicolons and Colons • Consulting a Style Manual • Embedding Quotations • Punctuating Relative Clauses • Citation Styles • Using parallel Structure • Punctuation in sentences • Subordination and Coordination • Noun Agreement • Frequently confused Words • Recognizing Conventional Expression 	

Unit 1

Focus Standards

RI	W	SL	L
RI.9–10.1, RI.9–10.2, RI.9–10.3, RI.9–10.4, RI.9–10.5, RI.9–10.6, RI.9–10.7, RI.9–10.8, RI.9–10.9, RI.9–10.10	W.9–10.1a, W.9–10.1b, W.9–10.1c, W.9–10.1d, W.9–10.1e, W.9–10.2a, W.9–10.2b, W.9–10.2c, W.9–10.2d, W.9–10.2e, W.9–10.2f, W.9–10.4, W.9–10.5, W.9–10.7, W.9–10.8, W.9–10.9b	SL.9–10.1a, SL.9–10.1b, SL.9–10.1c, SL.9–10.1d, SL.9–10.2, SL.9–10.3, SL.9–10.4, SL.9–10.6	L.9–10.2, L.9–10.2a, L.9–10.2b, L.9–10.4

Unit 2

Focus Standards

RL	RI	W	SL	L
RL.9–10.1, RL.9–10.2, RL.9–10.3, RL.9–10.4, RL.9–10.5, RL.9–10.6, RL.9–10.7, RL.9–10.10	RI.9–10.1, RI.9–10.5, RI.9–10.6, RI.9–10.7	W.9–10.1a, W.9–10.1b, W.9–10.1d, W.9–10.1e, W.9–10.2a-f, W.9–10.3a-e, W.9–10.4, W.9–10.5, W.9–10.8, W.9–10.9a, W.9–10.10	SL.9–10.1a, SL.9–10.1c, SL.9–10.1d, SL.9–10.6	L.9–10.1b, L.9–10.6

Unit 3

Focus Standards				
RL	RI	W	SL	L
RL.9–10.10	RI.9–10.2, RI.9–10.4, RI.9–10.5, RI.9–10.6, RI.9–10.7, RI.9–10.10	W.9–10.1a, W.9–10.1b, W.9–10.1c, W.9–10.1d, W.9–10.1e, W.9–10.4, W.9–10.5, W.9–10.6, W.9–10.7, W.9–10.8, W.9–10.10	SL.9–10.1c, SL.9–10.1d, SL.9–10.2, SL.9–10.4, SL.9–10.5	

Unit 4

Focus Standards				
RL	W	SL	L	
RL.9–10.1, RL.9–10.2, RL.9–10.3, RL.9–10.4, RL.9–10.5, RL.9–10.7, RL.9–10.9, RL.9–10.10	W.9–10.2a, W.9–10.2b, W.9–10.2c, W.9–10.2d, W.9–10.2e, W.9–10.2f, W.9–10.3a, W.9–10.3b, W.9–10.3c, W.9–10.3d, W.9–10.3e, W.9–10.4, W.9–10.5	SL.9–10.1a, SL.9–10.1d, SL.9–10.6	L.9–10.1b, L.9–10.2c, L.9–10.3a, L.9–10.5a, L.9–10.6	