



HONORS ENGLISH GRADE 10

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

The English 10 Honors course focuses on developing the students' critical and analytical language skills. There are seven units in the course. The first unit of study concentrates on the elements of writing, grammar skills, and the establishment of a writing portfolio. The second unit of study provides students with a framework for reading literature from an ancient or foreign culture, and prepares them to recognize and appreciate thematic and archetypal connections.

In the five remaining units, the students respond to literature by examining the universal questions: "Who am I?" "Who are we?" "Why do we struggle?" "Why are we here?" "What do we yearn to find?" As they analyze how different authors have responded to these questions, the students gain new insights into themselves and others.

Students practice writing throughout all seven units by studying how authors develop style. As they write from multiple points of view and for diverse purposes, the students revise their writing for greater economy and clarity. Elements of syntax, usage, and mechanics become integrated with the reading, writing, and discussion activities. In addition, short research projects cover all steps of the research process. All pieces of a student's writing are stored in a Works in Progress folder from which each student selects pieces of writing for his or her writing portfolio. The contents of the portfolio illustrate how each student has grown and improved as a writer throughout the year.

PREREQUISITE

Honors English 9 or English 9 with teacher recommendation

OPTIONS FOR NEXT COURSE

Enrollment for the next English course should be based on student performance, teacher recommendation, and parent input. The courses available are English, Grade 11; Honors English, Grade 11; and AP English Language and Composition, Grade 11.

REQUIRED STUDENT TEXTBOOKS

World Literature, Holt
Holt Language Handbook

READING SELECTIONS

Works may be selected from the following list.

The Aeneid, Virgil
Anthem, Rand
Antigone, Sophocles
Bless Me, Ultima, Anaya
Candide, Voltaire
The Count of Monte Cristo, Dumas
Cyrano de Bergerac, Rostand
Doctor Faustus, Marlowe
A Doll's House, Ibsen
from *The Epic of Gilgamesh*, translated by Sandars

God's Bits of Wood, Ousmane
The Illiad, Virgil
In the Pond, Jin
The Joy Luck Club, Tan
Nectar in a Sieve, Markandaya
No Longer at Ease, Achebe
The Prince, Machiavelli
Resurrection, Tolstoy
Siddhartha, Hesse
The Tempest, Shakespeare

THE OBJECTIVES FOR THE COURSE FOLLOW.

ORAL LANGUAGE

10.1 The student will participate in and report on small-group learning activities. (SOL 10.1)

- E 10.1.1 Assume responsibility for specific group tasks. (SOL 10.1a)
- E 10.1.2 Set and meet common goals.
- E 10.1.3 Participate in the preparation of an outline or summary of the group activity. (SOL 10.1b)
- E 10.1.4 Present dissenting opinions in acceptable ways.
- E 10.1.5 Describe the role of leader and how it impacts on the other group roles.
- E 10.1.6 Demonstrate proficiency in group problem solving.
- E 10.1.7 Work to establish and articulate a consensus.
- E 10.1.8 Demonstrate effective listening skills.
- E 10.1.9 Exhibit sensitivity to differences among people.
- E 10.1.10 Create and use appropriate visual aids.
- E 10.1.11 Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. (SOL 10.1d)

10.2 The student will include all group members in an oral presentation. (SOL 10.1c)

- E 10.2.1 Divide responsibilities and presentation equitably among participants.
- E 10.2.2 Organize the presentation logically and effectively.
- E 10.2.3 Use verbal and nonverbal techniques to provide transitions between speakers.
- E 10.2.4 Use chalkboard, charts, overhead projector, and/or microphone to support the presentation.
- E 10.2.5 Use a variety of techniques to hold the interest of the audience, e.g.,
 - interesting opening,
 - use of details, and
 - emphatic ending.
- E 10.2.6 Cite information sources.
- E 10.2.7 Exhibit proficiency in the use of standard English in speaking.

10.3 The student will critique oral reports of small-group learning activities. (SOL 10.2)

- E 10.3.1 Evaluate one's own role in preparation and delivery of oral reports. (SOL 10.2a)
- E 10.3.2 Evaluate effectiveness of group process in preparation and delivery of oral reports. (SOL 10.2b)

10.4 The students will illustrate his/her understanding of literature by reading aloud and participating in discussion.

- E 10.4.1 Demonstrate understanding of a character in a play by verbal and nonverbal techniques.
- E 10.4.2 Paraphrase a poem to show understanding of the author's intent.

READING ANALYSIS

10.5 The student will improve comprehension of literature by improving vocabulary.

- E 10.5.1 Increase vocabulary by routine study of unfamiliar words found in literary selections and use them in speaking and writing.
- E 10.5.2 Use structural clues (affixes, roots, and contextual clues) to derive the meanings of new words.
- E 10.5.3 Learn words borrowed from foreign languages and use them in writing and speaking.
- E 10.5.4 Develop lists of key terms from other subject areas.
- E 10.5.5 Demonstrate the ability to identify the relationship in analogies: synonym, antonym, part of a class, part of an item, size, cause/effect, time sequence, object/purpose, tool/user, action/object, and degree.
- E 10.5.6 Use a thesaurus to discriminate among synonyms.
- E 10.5.7 Continue to expand vocabulary using literary terms to describe, discuss, compare, and contrast genres.

10.6 The student will read and interpret informational materials. (SOL 10.4)

- E 10.6.1 Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms, to complete specific tasks. (SOL 10.4a)
- E 10.6.2 Skim manuals or informational texts to locate information. (SOL 10.4b)
- E 10.6.3 Compare and contrast product information contained in advertisements with that found in instructional manuals and warranties. (SOL 10.4c)

- 10.7 The student will read, comprehend, and critique literary works. (SOL 10.3)**
- E 10.7.1 Identify text organization and structure. (SOL 10.3a)
 - E 10.7.2 Identify main and supporting ideas. (SOL 10.3b)
 - E 10.7.3 Make predictions, draw inferences, and connect prior knowledge to support reading comprehension. (SOL 10.3c)
 - E 10.7.4 Explain similarities and differences of techniques and literary forms as represented in the literature of different cultures and eras. (SOL 10.3d)
 - E 10.7.5 Identify universal themes prevalent in the literature of different cultures. (SOL 10.3e)
 - E 10.7.6 Describe cultural archetypes in short stories, novels, poems, and plays across several cultures.
 - E 10.7.7 Identify the author's point of view and explain its effects.
 - E 10.7.8 Describe the use of a particular literary device, tradition, or form from its inception through modern times.
 - E 10.7.9 Explain how themes in world literature are applicable to life today.
 - E 10.7.10 Examine a literary selection from several critical perspectives. (SOL 10.3f)
 - E 10.7.11 Read at least two books a grading period. (How to books, self help books, biography, autobiography, history, puzzles, plays, short stories, travel, gardening, cooking, business, and career books.)
 - E 10.7.12 Locate a review of a book read independently and respond with a personal opinion.
- 10.8 The student will read and analyze a variety of poetry. (SOL 10.5)**
- E 10.8.1 Compare and contrast the use of rhyme, rhythm, and sound to convey a message. (SOL 10.5a)
 - E 10.8.2 Compare and contrast the ways in which poets use techniques to evoke emotion in the reader. (SOL 10.5b)
 - E 10.8.3 Interpret and paraphrase the meaning of selected poems. (SOL 10.5c)
 - E 10.8.4 Analyze an author's use of figurative language.
 - E 10.8.5 Select a poem and explain how the author has created the tone.
 - E 10.8.6 Compare and contrast traditional and contemporary works of poets from many cultures.
- 10.9 The student will read and critique dramatic selections. (SOL 10.6)**
- E 10.9.1 Explain the use of asides, soliloquies, and monologues in the development of a single character. (SOL 10.6a)
 - E 10.9.2 Explain the role of a director.
 - E 10.9.3 Compare and contrast character development in a play to characterization in other literary forms. (SOL 10.6b)
 - E 10.9.4 Compare the elements of plot from a play to some other literary form.
- 10.10 The student will read and analyze nonfiction.**
- E 10.10.1 Distinguish between a formal and informal essay.
 - E 10.10.2 Analyze an essay for focus, content, style, and organization.

WRITING

- 10.11 The student will use the writing process: prewriting, writing, revising, editing, and publishing.**
- *E 10.11.1 Generate, gather, plan, and organize ideas for writing. (SOL 10.7a)
 - *E 10.11.2 Elaborate ideas clearly through word choice and vivid description. (SOL 10.7b)
 - *E 10.11.3 Write clear, varied sentences. (SOL 10.7c)
 - *E 10.11.4 Organize ideas into a logical sequence. (SOL 10.7d)
 - *E 10.11.5 Use figurative language and explain how its effects differ from the effects of literal language.
 - E 10.11.6 Write for a variety of audiences and purposes.
 - E 10.11.7 Use reflective strategies to revise writing.
 - E 10.11.8 Revise writing for clarity and content of presentation. (SOL 10.7e)
 - E 10.11.9 Define criteria to judge the accuracy, usefulness, interest, form, and originality of thought and images in his/her work and in the work of others.
 - E 10.11.10 Transfer the skills of editing, proofing, and evaluating writing to other classes, occasions, and situations.
 - E 10.11.11 Edit writing for correct use of language, spelling, punctuation, and capitalization.
 - E 10.11.12 Proofread and prepare final product for intended audience and purpose. (SOL 10.7f)
 - E 10.11.13 Maintain a writing portfolio.

*Denotes objective is aligned with the PSAT/NMSQT™, SAT® I and SAT II

- 10.12 The student will develop a variety of writing with an emphasis on exposition. (SOL 10.7)**
- E 10.12.1 Write a multi-paragraph essay explaining cause/effect.
 - E 10.12.2 Write a multi-paragraph essay explaining an opinion or idea.
 - E 10.12.3 Write a multi-paragraph essay analyzing how two authors develop the same theme.
 - E 10.12.4 Write a multi-paragraph essay analyzing an aspect of a nonfictional selection.
 - E 10.12.5 Keep a log of reactions and descriptions of personal experiences.
 - E 10.12.6 Use one or more of log entries to develop a creative piece of writing.
- 10.13 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. (SOL 10.8)**
- E 10.13.1 Demonstrate verb tense consistency.
 - E 10.13.2 Demonstrate basic skills: writing in complete sentences; punctuating compound, complex, compound-complex sentences, and introductory elements correctly.
 - E 10.13.3 Use a handbook as a reference tool.
 - E 10.13.4 Exhibit proficiency in the use of standard English in writing.
 - E 10.13.5 Eliminate the use of slang and colloquial expressions in formal writing.
 - E 10.13.6 Master the use of the dash, hyphen, semicolon, and parentheses.
 - E 10.13.7 Apply rules governing use of the colon. (SOL 10.8b)
 - E 10.13.8 Master the use of pronoun agreement with an indefinite antecedent.
 - E 10.13.9 Distinguish between active and passive voice. (SOL 10.8c)
 - E 10.13.10 Punctuate dialogue in a narrative among several people.
 - E 10.13.11 Proofread and revise his or her own work and the work of others to correct nonparallel structures.
 - E 10.13.12 Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules of punctuation and formatting of direct quotations. (SOL 10.8a)
- 10.14 The student will critique professional and peer writing. (SOL 10.9)**
- E 10.14.1 Analyze the writing of others. (SOL 10.9a)
 - E 10.14.2 Describe how the author accomplishes the intended purpose of a writing. (SOL 10.9b)
 - E 10.14.3 Suggest how writing might be improved. (SOL 10.9c)
 - E 10.14.4 Apply knowledge of critical analysis to writing.
- 10.15 The student will use writing to interpret, analyze, and evaluate ideas. (SOL 10.10)**
- E 10.15.1 Explain concepts contained in literature and other disciplines. (SOL 10.10a)
 - E 10.15.2 Translate concepts into simpler or more easily understood terms. (SOL 10.10b)
- 10.16 The student will prepare for school/career transition.**
- E 10.16.1 Write letters of application, request, order, adjustment, and commendation.
 - E 10.16.2 Compose a personal résumé and a cover letter.
 - E 10.16.3 Use correct spelling, appropriate vocabulary, and correct grammar and usage in all personal papers and correspondence.

RESEARCH

- 10.17 The student will collect, evaluate, organize, and present information. SOL 10.11)**
- E 10.17.1 Organize information from a variety of sources. (SOL 10.11a)
 - E 10.17.2 Select and narrow a topic appropriate for a problem/solution paper.
 - E 10.17.3 Select and narrow a topic for a collaborative, informal research project.
 - E 10.17.4 Develop the central idea or focus. (SOL 10.11b)
 - E 10.17.5 Write a thesis.
 - E 10.17.6 Verify the accuracy and usefulness of information. (SOL 10.11c)
 - E 10.17.7 Credit sources for both quoted and paraphrased ideas. (SOL 10.11d)
 - E 10.17.8 Present information in an appropriate format, such as an oral presentation, written report, or visual product. (SOL 10.11e)
 - E 10.17.9 Prepare an informal outline of the paper.
 - E 10.17.10 Collect information to support a thesis.
 - E 10.17.11 Evaluate quality and accuracy of information.
 - E 10.17.12 Synthesize information in a logical sequence.
 - E 10.17.13 Write a cohesive paper.
 - E 10.17.14 Document sources of information using a style sheet format, such as Modern Language Association (MLA) or the American Psychological Association (APA).
 - E 10.17.15 Revise writing for clarity of content.

- E 10.17.16 Use technology to access information, organize ideas, and develop writing. (SOL 10.11f)
- E 10.17.17 Incorporate a minimum of four quotations, one long, three short in a research report.
- E 10.17.18 Edit final copy for correct use of language, format, spelling, punctuation, and capitalization.



VIRGINIA BEACH CITY PUBLIC SCHOOLS

A H E A D O F T H E C U R V E

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DEPARTMENT OF CURRICULUM AND INSTRUCTION

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