Department of Teaching & Learning
Parent/Student Course Information

Honors English Grade 10

(LA1142)

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 Honors English 10 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. Additionally, students will participate in an online learning experience focusing on SAT preparation via Khan Academy. During this online experience, the focus will be on enhancing literacy abilities via writing and reading practice.

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

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 TEXTBOOK

Holt McDougal Literature, 10
Write Source Recharged Online Access (Handbook by request)

READING SELECTIONS

The Aeneid, Virgil
Anthem, Rand
Antigone, Sophocles
Bless Me, Ultima, Anaya
The Book Thief, Zusak
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

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
World Literature, Holt

10TH GRADE VIRGINIA BEACH STANDARDS AND OBJECTIVES
ENGLISH LANGUAGE ARTS

COMMUNICATION: SPEAKING, LISTENING, AND MEDIA LITERACY

10.1   The student will participate in, collaborate in, and report on small-group learning activities. (SOL 10.1)
10.1.1   Assume responsibility for specific group tasks. (SOL 10.1a)
10.1.2   Collaborate in the preparation or summary of the group activity. (SOL 10.1b)
10.1.3   Demonstrate the ability to work effectively with diverse teams to accomplish a common goal. (SOL 10.1e)
10.1.4   Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. (SOL 10.1f)
10.1.5   Use a variety of strategies to listen actively. (SOL 10.1i)
10.1.6   Access, critically evaluate, and use information accurately to solve problems. (SOL 10.1g)

10.2   The student will make planned oral presentations independently and within small groups. (SOL 10.1)
10.2.1   Organize the presentation logically and effectively.
10.2.2   Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose. (SOL 10.1d)
10.2.3   Use a variety of techniques to hold the interest of the audience, e.g., interesting opening, use of details, and emphatic ending.
10.2.4   Select and use presentation technology appropriately.
10.2.5   Analyze and interpret other's presentations. (SOL 10.1j)
10.2.6   Include all group members in collaborative oral presentations. (SOL 10.1c)
10.2.7   Evaluate one's own role in preparation and delivery of oral reports. (SOL 10.1h)
10.2.8   Evaluate effectiveness of group process in preparation and delivery of oral reports. (SOL 10.1k)
10.2.9   Cite sources, as appropriate.
10.2.10   Give impromptu responses to questions about presentation.

10.3   The student will analyze, produce, and examine similarities and differences between visual and verbal media messages. (SOL 10.2)
10.3.1   Use media, visual literacy, and technology skills to create products. (SOL 10.2a)
10.3.2   Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion. (SOL 10.2b)
10.3.3   Determine the author's purpose and intended effect on the audience for media messages. (SOL 10.2c)
10.3.4   Identify the tools and techniques used to achieve the intended focus. (SOL 10.2d)

READING and RESPONDING TO LITERATURE

The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. (SOL 10.3)
10.4.1   Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. (SOL 10.3a)
10.4.2   Use context, structure, and connotations to determine meanings of words and phrases. (SOL 10.3b)
10.4.3   Discriminate between connotative and denotative meanings and interpret the connotation. (SOL 10.3c)
10.4.4   Identify the meaning of common idioms from different cultures. (SOL 10.3d)
10.4.5   Identify and analyze literary and classical allusions and figurative language in text. (SOL 10.3e)

| 10.4.6 | Extend general and specialized vocabulary through speaking, reading, and writing. (SOL 10.3f) |
| 10.4.7 | Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. (SOL 10.3g) |

10.5 **The student will read, comprehend, and analyze literary texts of different cultures and eras. (SOL 10.4)**

10.5.1	Use reading strategies to monitor comprehension throughout the reading process. (SOL 10.4m)
10.5.2	Make predictions, draw inferences, and connect prior knowledge to support reading comprehension. (SOL 10.4b)
10.5.3	Identify main and supporting ideas. (SOL 10.4a)
10.5.4	Identify universal themes prevalent in the literature of different cultures and explain how they are applicable to life today. (SOL 10.4e)
10.5.5	Analyze the cultural or social function of literature. (SOL 10.4d)
10.5.6	Describe cultural archetypes in short stories, novels, poems, and plays across several cultures.
10.5.7	Compare and contrast character development in a play to characterization in other literary forms. (SOL 10.4l)
10.5.8	Analyze an author's use of figurative language.
10.5.9	Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose. (SOL 10.4h)
10.5.10	Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions. (SOL 10.4k)
10.5.11	Distinguish between a critique and a summary. (SOL 10.4j)
10.5.12	Examine a literary selection from several critical perspectives. (SOL 10.4f)
10.5.13	Explain the influence of historical context on the form, style, and point of view of a literary text. (SOL 10.4g)
10.5.14	Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras. (SOL 10.4c)
10.5.15	Compare and contrast literature from different cultures and eras. (SOL 10.4i)

10.6 **The student will read, interpret, analyze, and evaluate nonfiction texts. (SOL 10.5)**

10.6.1	Use reading strategies to monitor comprehension throughout the reading process. (SOL 10.5h)
10.6.2	Identify text organization and structure. (SOL 10.5a)
10.6.3	Recognize an author's intended audience and purpose for writing. (SOL 10.5b)
10.6.4	Draw conclusions and make inferences on explicit and implied information using textual support as evidence. (SOL 10.5f)
10.6.5	Locate specific information in print and digital informational sources by using strategies such as skimming, summarizing, and highlighting. (SOL 10.5c)
10.6.6	Interpret and use data and information in maps, charts, graphs, timelines, and graphs. (SOL 10.5e)
10.6.7	Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge. (SOL 10.5g)
10.6.8	Analyze nonfiction essays for focus, content, style, and organization.
10.6.9	Recognize and evaluate point of view and bias of author and reader.
10.6.10	Compare and contrast informational texts. (SOL 10.5d)

WRITING

10.7   The student will convey complex ideas through a variety of forms (narrative, expository, and persuasive writings) for a variety of audiences and purposes. (SOL 10.6)

10.7.1   Adapt form and medium according to audience and purpose.

10.7.2   Use prewriting techniques to generate ideas and support for writing. (SOL 10.6a)

10.7.3   Select and use graphic organizers appropriately to plan for and organize writing. (SOL 10.6a)

10.7.4   Select an organizational pattern appropriate to the purpose and audience. (SOL 10.6b)

10.7.5   Develop effective introductions, topic sentences, and conclusions, as appropriate to the writing task.

10.7.6   Synthesize information to support the thesis. (SOL 10.6b)

10.7.7   Organize ideas into a logical sequence using transitions. (SOL 10.6e)

10.7.8   Support thesis through purposeful, relevant examples, illustrations, and details.

10.7.9   Write clear, varied sentences using specific vocabulary and information. (SOL 10.6d)

10.7.10   Revise writing for clarity and for relevancy, accuracy, and depth of content. (SOL 10.6f)

10.7.11   Employ effective word choice based on accuracy, specificity, connotation, and desired effect. (SOL 10.6c)

10.7.12   Elaborate ideas clearly through word choice and vivid description. (SOL 10.6c)

10.7.13   Proofread and edit final product for intended audience and purpose. (SOL 10.7h)

10.7.14   10.7.15 Use a Works in Progress (WIP) folder to compose and strengthen writing in various stages of development.

10.7.15   Use reflection as a tool to document growth as a writer and to self-evaluate process and product.

10.7.16   Publish a writing portfolio that emphasizes the writer's growth, illustrates examples of learning experiences, and showcases best work.

10.7.17   Use technology to compose and reshape written communication, as appropriate. (SOL 10.6g)

10.7.18   Adapt written work to include media images and external links, as appropriate.

10.8   The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. (SOL 10.7)

10.8.1   Employ a variety of phrases, appositives, and clauses to convey complex relationships among ideas.

10.8.2   Use commas and semi-colons accurately within a variety of sentence structures.

10.8.3   Avoid common sentence faults: fragments, run-on (fused) sentences, and comma splices.

10.8.4   Use parallel structures across sentences and paragraphs.

10.8.5   Apply rules governing use of the colon. (SOL 10.7b)

10.8.6   Distinguish between active and passive voice. (SOL 10.7a)

10.8.7   Edit common usage errors, including subject-verb agreement and accurate pronoun reference.

10.8.8   Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting, including conventions for direct quotations. (SOL 10.7c)

10.8.9   Engage in peer review in order to analyze the writing of others, describe how the author accomplishes the intended purpose, and suggest how writing might be improved. (SOL 10.7e; SOL 10.7f; SOL 10.7g)

RESEARCH

10.9   The student will collect, evaluate, organize, and present information to create a research product. (SOL 10.8)

10.9.1   Use technology as a tool to research, organize, evaluate, synthesize, and communicate information. (SOL 10.8a)

10.9.2   Develop the central idea or focus. (SOL 10.8b)

10.9.3   Verify the accuracy, validity, and usefulness of information. (SOL 10.8c)

10.9.4   Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. (SOL 10.8d)

10.9.5   Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). (SOL 10.8e)

10.9.6   Differentiate between in-text citations and works cited on the bibliography page. (SOL 10.7d)

10.9.7   Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. (SOL 10.8f)

Notice of Non-Discrimination Policy
Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 4-6, 4-43, 5-7, 5-19, 5-20, 5-44, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 4-6.1, 4-43.1, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, counseling services, physical education and athletic, vocational education, instructional materials and extracurricular activities.

To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

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