COURSE DESCRIPTION

COURSE TITLE: English 10 Honors
Course Number: State: 10025144 RISD: 05231
Open to Grades: 10 or by permission
Prerequisites: English 9
Credit: ½ credit per semester/term
Length of Course: 2 semesters/terms

COURSE DESCRIPTION:

This course is designed to prepare students for college and Advanced Placement English. Honors English 10 students will develop skills in library usage, studying, grammar, literature, writing, vocabulary, speaking, listening, reading, and obtaining a career. The course will emphasize critical reading and analysis. Students will practice types of writing required for advanced placement tests. Students will learn basic research techniques and produce a research paper.

State Standards and Benchmarks met within this curriculum:

READING AND LISTENING SKILLS
- Listen to, read, react to, and analyze information.
- Synthesize and evaluate information to solve problems across the curriculum.
- Demonstrate critical thinking skills to evaluate information and solve problems.
- Apply knowledge of reading process to evaluate print, non-print, and technology-based information.

WRITING AND SPEAKING SKILLS
- Communicate information in a coherent and persuasive manner using verbal and non-verbal language.
- Apply grammatical and language conventions to communicate.
- Demonstrate competence in the skills and strategies of the writing process to inform and persuade.

LITERATURE AND MEDIA SKILLS
- Use language, literature, and media to understand the role of the individual as a member of many cultures.
- Understand literary elements, concepts, and genres contributing to an overall appreciation of literature.

COURSE MEASUREMENT:
A. Standardized tests: NM Competency Exam, Plan Test, short-cycle assessments, final exams, quizzes.
B. Essays: short-answer essay tests, research paper, daily writing, formal and informal essays
C. Various authentic performance assessments
D. Notes and lists
E. Peer editing

F. Speeches and oral dramatic presentations

G. Multimedia presentations: e-mail, Powerpoint, internet, and other technology

COURSE OUTLINE:

Teachers will utilize a variety of methods to enable students to meet standards and benchmarks of course level.

A. Media skills
   - Reinforce previous skills from 9th grade.
   - Access cultural information or explanations from print and non-print media sources.
   - Use a variety of information resources to critically interpret and evaluate experiences and ideas.
   - Make extensive use of primary sources when researching a topic and make in-depth analyses of the validity and reliability of primary source information.
   - Use multiple resources to gather information to evaluate problems, examine cause and effect relationships, and answer research questions to inform an audience.

B. Grammar (Usage Application)
   - Reinforce 9th grade skills.
   - Demonstrate appropriate manuscript requirements.
   - Use systematic strategies to organize and record information.

C. Literature
   - Reinforce 9th grade short story, novel, and play/poetry components.
   - Differentiate between literal, figurative, and connotative meanings.
   - Analyze actions that reflect motivations based on culture, personal history, environment, and society.
   - Analyze the results of a character’s actions on the basis of the character’s culture and society.
   - Describe the significance of selected works on societies and cultures.
   - Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a literary work.
   - Analyze and trace an author’s development of time and sequence including the use of complex literary devices (eg. foreshadowing and flashbacks)
   - Analyze the ideas of others by identifying the writer’s style.
   - Identify complex literary terms and find examples in text.
   - Read critically and independently to draw conclusions from research.

D. Writing
   - Reinforce the 9th grade writing skills.
   - Write to stimulate the emotions of the reader.
   - Clearly articulate a position through the use of a thesis statement, anticipate and deal with counter arguments, and develop arguments using a variety of methods.
   - Produce reminiscences that engage the audience.
   - Respond reflectively to written and visual texts.
   - Create responses that evaluate problems and offer solutions to a reader or listener.
   - Evaluate the information, explanations, or ideas of others.
   - Examine controversial issues.
   - Critically interpret and evaluate experiences, literature, language, and ideas.
   - Identify critical questions that would lead to a broader understanding of a selection.
   - Defend argumentative positions on literary and non-literary issues.
E. **Speaking Skills**
- Make well-informed and well-organized formal presentations.
- Respond reflectively.
- Create responses that evaluate problems and offer solutions to a reader or listener.
- Evaluate the information, explanations, or ideas of others.
- Examine controversial issues.
- Critically interpret and evaluate experiences, literature, language, and ideas.
- Identify critical questions that would lead to a broader understanding of a selection.

F. **Vocabulary Skills**
- Vocabulary from literature.
- Vocabulary concentration with roots, suffixes, prefixes, and decoding.
- Sensitivity to the use of loaded words in a multicultural society.
- Computer software use as available.
- Spelling.

G. **Reading**
- Sustained silent reading.
- Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of works that relate to issue, author, or theme.
- Identify complex, implicit hierarchic structures in informational texts and relationships between the concepts and details in these structures.

H. **Study Skills**
- Continue 9th grade skills.
- Note-taking skills.
- Test-taking skills.
- Listening skills.
- Group interaction and dynamics.

I. **Career – Vocational Skills**
- Career orientation.
- Career training research.
- Vocabulary skills for specific jobs or applications.
- Public speaking.
- Compromise and conflict resolution.
- Group interaction.
- Investigate resume building and begin recording relevant career-related experiences.
- Next-step or other career-related programs.

**LEARNING ACTIVITIES:**

A. **Listen to, read, react to, and analyze information**
- Use specific sensory details to produce reminiscences.
- Explain the significance of reminiscences from an objective perspective.
- Move effectively between past and present.
- Recreate the mood through reminiscences.
- Respond through small group or class discussion to written or visual text.
- Respond by journal entry, essay, letter, or dialogue to written or visual text.
- Clearly state a problem and relevant issues.
- Determine the significance of a problem.
- Focus on a neutral audience.
- Logically organize the solutions for a specific audience.
- Offer and evaluate effective solutions to a problem.
- Create a sense of resolution or closure to a problem.
- Identify clear, reasonable criteria for evaluation of others’ information/ideas.
- Apply reasonable criteria using reasoning and substantiation.
B. Synthesize and evaluate information to solve problems across the curriculum
   - Use electronic media (computers, CD-rom, internet) to gather information.
   - Access material in the library through various means including internet.
   - Participate in distance learning groups via modem and telecommunications.
   - Use computers to generate a variety of writing models.
   - Read codes of behavior from various times and places; synthesize codes and mores to create personal codes.
   - Read and discuss editorials.

C. Demonstrate critical thinking skills to evaluate information and solve problems
   - Share and evaluate personal responses to controversial issues.
   - Research and summarize data concerning controversy.
   - Develop a framework in which to discuss a controversial issue.
   - Present data through graphs, essays, speeches, videos, and multimedia presentations.
   - Make generalizations supported by specific references.
   - Reflect on observations and their relationship to a current viewpoint.
   - Distinguish fact from fiction and recognize personal bias.

D. Apply knowledge of reading process to evaluate print, non-print, and technology-based information
   - Access cultural information or explanations from print and non-print media sources.
   - Prioritize and organize information to construct a complete and reasonable explanation.
   - Introduce and develop a main idea.
   - Choose and incorporate significant, supporting relevant details.
   - Relate the structure/organization to the ideas.
   - Use effective word choice as a basis for coherence.
   - Achieve a sense of completeness and closure.

E. Communicate information in a coherent and persuasive manner using verbal and non-verbal language
   - Provide a clearly stated position or proposed solution in response to editorials/literature.
   - Provide relevant, reliable support for response.
   - Share and evaluate initial personal response in defense of argumentative positions.
   - Present researched and summarized information.
   - Create a context to discuss and argumentative issue.

F. Apply grammatical and language conventions to communicate
   - Use correct punctuation.
   - Write in complete sentences and recognize fragments and run-ons.
   - Write compositions demonstrating the correct use of subject/verb agreement, pronoun-antecedent agreement, and sentence structure.
   - Peer edit for grammar and mechanics.
   - Integrate sources and support. (Citations, reference lists, and direct quotations)
   - Use anecdotal scripting and annotated bibliographies to organize and record information.
   - Use grammar software to reinforce and practice skills.

G. Demonstrate competence in skills and strategies of the writing process to inform and persuade
   - Develop arguments using examples and details, commonly accepted beliefs, expert opinions, quotations and citations, cause and effect, comparison and contrast of reasoning.
   - Differentiate between literal, figurative, and connotative meanings.

H. Use language, literature, and media to understand the role of the individual as a member of many cultures
   - Read multicultural literature and analyze its impact on cultures and societies.
   - Discuss the significance of personal history, culture, and society on a character’s actions or attitudes.
STUDENT PERFORMANCE REQUIREMENTS:
A. Passing grades
B. Participation/preparation
C. Attendance/conduct as required by board and school policy.

INSTRUCTIONAL MATERIALS INFORMATION:
A. Adopted textbooks
B. Supplemental reading and instructional materials
C. Media, technological equipment, and software

STATE ADOPTED TEXTBOOK:
Glencoe-McGraw Hill – Course 5
ISBN 97800787779794
Copyright 2009