

Canyon Crest Academy: English 10

Level of Difficulty	Estimated Homework	Prerequisites
<input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Difficult <input type="checkbox"/> Very Difficult	30-60 minutes	<u>District</u> None <u>Department</u> It is recommended that a student pass English 9 prior to enrolling in English 10 CP

Course Description

English 10 College Prep is a one-term course organized around the study of world literature with the theme of "Journey into the World." It includes short stories, expository texts, novels, drama and poetry. Students will be challenged and given the opportunity to grow in their practical language skills through meaningful class discussions, journal prompts, essay writing, creative projects, oral presentations, and theater arts. Students will continue to use and practice grammar, punctuation, and vocabulary skills. With an understanding of the fundamentals of research elements, students will construct multi-paragraph essays that respond to expository texts, analyze literature, persuade, and narrate events, as well as experiment with other written forms, such as business letters and technical documents. The writing focus is designed to prepare students for the SAT, CAHSEE and college level writing requirements. Students will develop critical thinking skills based on teacher modeling and will apply them to assignments independently and in cooperative, learning groups.

Necessary skills: Upon entering the course, students should possess the following skills:

- Comprehension & analysis of grade-level text
- Exposure to non-fiction, expository text
- Literary response & analysis
- Writing a process paper (multi draft)
- Develop main ideas with supporting evidence
- Evaluate the credibility of an author's argument
- Blend quotations & textual evidence artfully
- Deliver presentations
- Contributes to class discussions by asking questions & takes discussion into new realms
- Use clauses, phrases, mechanics of punctuation
- Control of grammar, paragraph and sentence structure, diction, syntax
- Manuscript requirements: title page, pagination, spacing and margins, integration of source and support material with appropriate citations

Description of 10th Grade English Student:

- Cooperative, hard working, self-motivated
- Interests may lie in other curricular areas
- Accepts challenges, but may need assistance with complex and/or critical-thinking problems
- Prefers to be shown a problem solving strategy and will learn it and be able to apply it to new problems
- Has the ability to work in large and small cooperative learning groups
- Able to keep a well-organized notebook and take notes

Performance Objectives: Students will be able to demonstrate mastery in the following areas:

- Comprehension & analysis of grade-level text (fiction and non-fiction material)
- Creating clear and coherent writing (clearly stated thesis, presentation of argument, develop of main ideas with appropriate evidence, synthetic conclusion)
- Evaluating the credibility of an author's argument
- Blending quotations & textual evidence within their work
- Timed Writing of On-Demand essays
- Creating multi-media presentations, using a wide variety of technology

Workload Expectations for a 10th Grade English Student:

(NOTE: Individual work depends on the length and involvement of the assignment, project, essay, group project, etc.)

- 4-6 major literary works (novels) or units (i.e. poetry, short stories)—nightly assignments might include 20-40 pages of reading, a written response to in-class work, or both
- 2 or more multi-draft essays – research, process pieces, and take home drafts; 1 paper with an emphasis on research and the use of MLA documentation ; Multiple timed writings or in-class writing assignments (including essay tests) ; projects/presentations (group or individual)

Works Typically Read (can include):

Anthology (short stories/poetry)

The Catcher in the Rye

The Stranger

Oedipus Rex

Cyrano de Bergerac

Taming of the Shrew

Metamorphosis

Seminar Sets

Sample Essay Prompt:

Catcher in the Rye: Discuss what Holden means by wanting to be a “catcher in the rye.” Explain how his experiences help him reach a new understanding about coping in an imperfect world. Use textual quotations to analyze the literature and support your argument/position. Discuss the reoccurring theme of artificial, social roles (masks) in the novel. How is this theme conveyed? What realizations does Holden make by the end of the novel?

Grading

Grading expectations are based on the rationale and organizing principals of the individual teacher

Syllabus Link

See specific class website for syllabus information

Supplemental Information

10 credits

Meets high school graduation requirement for English

Meets UC/CSU subject area "b" requirement