

**Jefferson County High School
Course Syllabus**

A. Course: English 10

B. Department: English

C. Course Description: This course is designed to enhance the basic foundation of grammar, composition, and literature attained in English 9. This is a TNReady course.

D. Grade Term: Semester

E. Grading Scale

<u>Range</u>	<u>Honors/ Regular</u>	<u>College-Level</u>	<u>A.P.</u>
93-100 A	4.0	4.5	5.0
85-92 B	3.0	3.5	4.0
75-84 C	2.0	2.5	3.0
70-74 D	1.0	1.5	2.0

F. Term Dates

- a. 1st 9 Weeks August 5, 2016 – October 7, 2016
- b. 2nd 9 Weeks October 8, 2016 – December 16, 2016
- c. 3rd 9 Weeks January 5, 2017 – March 15, 2017
- d. 4th 9 Weeks March 16, 2017 – May 25, 2017

G. Textbook(s): *Holt McDougal Literature Grade 10*

H. Other Required Reading

- a. *A Separate Peace* - John Knowles
- b. *Julius Caesar* – William Shakespeare

I. Other Resources

- a. Odysseyware

J. Major Assignments

- a. Various reading and writing assignments aligned with TN State Standards

K. Procedures for Parental Access to Instructional Materials

- a. Aspen Parent Portal
- b. Instructor's Website
- c. Email Instructor
- d. Parent Teacher Conference

- a. There are two designated conference dates during the school year. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

L. Field Trips

- a. Any schedule fieldtrip will have a definite educational purpose and will reflect careful planning. Signed permission forms will be obtained when an off campus trip is planned.

M. Standards & Objectives

- a. I Can Statement Scope & Sequence:

1 st /3 rd 9 Weeks	Standard	“I Can” Statement
Short Stories	RL 10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>I can cite strong and thorough textual evidence to support analysis of the text.</p> <p>I can make inferences and analyze what the text says explicitly.</p> <p>I can avoid plagiarism and follow a standard format for citation.</p> <p>I can draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Short Stories	RL 10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<p>I can determine a theme of a text and analyze its development over the course of the text.</p> <p>I can determine the relationship of the theme to the supporting ideas in the text.</p> <p>I can provide an objective summary of the text.</p>
Short Stories	RL 10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<p>I can analyze how complex characters develop over the course of the text.</p> <p>I can analyze how complex characters interact with others to develop the plot or theme.</p>

		<p>I can identify and analyze how the author creates and reveals character.</p> <p>I can compare and contrast characters from two or more pieces of text.</p> <p>I can explain how their development impacts plot and/or theme.</p>
Short Stories	<p>RL 10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>I can determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings.</p> <p>I can analyze the impact of word choices on meaning and tone.</p> <p>I can determine how words evoke a sense of time and place.</p> <p>I can analyze how words set a formal or informal tone.</p>
Short Stories	<p>RL 10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>I can analyze how the author's choices about structure of a text, order of events, and time, create such effects as mystery, tension, or surprise.</p> <p>I can determine the impact of setting on literary elements.</p> <p>I can analyze how elements of plot affect the reader's understanding and appreciation of text.</p>
Short Stories	<p>RL 10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>I can recognize and analyze another point of view of world literature.</p>
Short Stories	<p>RL 10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p>	<p>I can compare two or more different mediums.</p>
Informational Text	<p>RI 10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>I can cite strong and thorough textual evidence to support analysis of the text.</p>

		<p>I can make inferences and analyze what the text says explicitly.</p> <p>I can describe and evaluate the argument and claims in a text.</p>
Informational Text	<p>RI 10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>I can determine a central idea of a text and analyze its development over the course of the text.</p> <p>I can determine the relationship of the central idea to the supporting ideas in the text.</p> <p>I can provide an objective summary of the text.</p>
Informational Text	<p>RI 10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>I can analyze how the author constructs the informational text.</p>
Informational Text	<p>RI 10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). <i>(ONGOING)</i></p>	<p>I can determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical.</p> <p>I can analyze the impact of word choices on meaning and tone.</p>
Informational Text	<p>RI 10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>I can analyze the author's style.</p>
Informational Text	<p>RI 10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>I can determine an author's point of view or purpose in a text.</p> <p>I can analyze how the author uses rhetorical devices to advance point of view.</p>
Informational Text	<p>RI 10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>I can describe and evaluate the argument and claims in a text.</p> <p>I can assess whether the claims are valid and the evidence is relevant and sufficient.</p> <p>I can identify false statements and fallacious reasoning.</p>

Informational Text	RI 10.9 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	I can independently and proficiently read and comprehend a variety of genres of literature.
Short Stories/ Informational Text	<p>L 10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>I can use a variety of strategies to determine and clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p>I can use context clues to determine the meaning of a word or phrase.</p> <p>I can identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>I can consult reference materials to find the pronunciation of a word or determine or clarify its meaning, part of speech, or etymology.</p>
Grammar/ Punctuation	<p>L 10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>I can demonstrate a command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>I can use parallel structure.</p> <p>I can use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.</p>
Grammar/ Punctuation	<p>L 10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>	<p>I can use sentence-combining techniques.</p> <p>I can demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>I can use a semicolon (and perhaps a conjunctive adverb) to link two</p>

		<p>or more closely related independent clauses.</p> <p>I can use a colon to introduce a list or quotation.</p>
Writing	L 10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<p>I can apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>I can identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p>
Writing (Arguments)	<p>W 10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>I can use valid reasons and relevant evidence to write arguments and support claims when analyzing topics and texts.</p> <p>I can introduce precise claim(s), recognize opposing claims.</p> <p>I can organize claims which establish clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>I can develop claim(s) and counterclaims and supply evidence for each.</p> <p>I can identify strengths and weaknesses of both.</p> <p>I can anticipate the audience's knowledge level and concerns.</p> <p>I can use words, phrases, and clauses to link sections of text and clarify relationships in the argument.</p> <p>I can establish and maintain a formal style and objective tone while using the norms and conventions of writing.</p>

		<p>I can provide a concluding statement or paragraph that follows and supports the argument.</p> <p>I can use knowledge of language (e.g., parts of speech, punctuation, grammar and syntax, tricky spellings, and common confusions) to make effective choices for meaning or style.</p>
Research Project	<p>W 10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>I can conduct both short and sustained research projects to answer a question, or solve a problem.</p> <p>I can conduct both short and sustained research projects to narrow or broaden the research.</p> <p>I can synthesize multiple sources on a subject and demonstrate an understanding of the subject being researched.</p> <p>I can determine misconceptions, main ideas, conflicting information, and point of view or bias.</p> <p>I can gather relevant information from print and digital sources.</p> <p>I can assess the usefulness of each source.</p> <p>I can integrate information into the text to maintain the flow of ideas.</p>
Writing (Narratives)	<p>W 10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection,</p>	<p>I can produce clear, coherent, organized writing.</p> <p>I can write narratives to develop real or imagined experiences or events.</p> <p>I can write narratives using well-chosen details and well-structured event sequences.</p> <p>I can create a problem, situation, or observation and establish multiple point(s) of view.</p>

	<p>and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>I can introduce a narrator and characters creating a smooth progression of experiences or events.</p> <p>I can use narrative techniques in order to develop experiences, events, and characters.</p> <p>I can use a variety of techniques to develop a sequence of events and create a coherent whole.</p> <p>I can use precise words, phrases, details, and sensory language to convey a vivid picture of the experiences.</p> <p>I can provide a conclusion that follows from and reflects on what is experienced, observed, or resolved in the narrative.</p>
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2 nd /4 th 9 Weeks	Standard	“I Can” Statement
Novel/Drama	RL 10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>I can cite strong and thorough textual evidence to support analysis of the text.</p> <p>I can make inferences and analyze what the text says explicitly.</p> <p>I can avoid plagiarism and follow a standard format for citation.</p> <p>I can draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Novel/Drama	RL 10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<p>I can determine a theme of a text and analyze its development over the course of the text.</p> <p>I can determine the relationship of the theme to the supporting ideas in the text.</p> <p>I can provide an objective summary of the text.</p>

Novel/Drama	<p>RL 10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>I can analyze how complex characters develop over the course of the text.</p> <p>I can analyze how complex characters interact with others to develop the plot or theme.</p> <p>I can identify and analyze how the author creates and reveals character.</p> <p>I can compare and contrast characters from two or more pieces of text.</p> <p>I can explain how their development impacts plot and/or theme.</p>
Novel/Drama	<p>RL 10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>I can analyze how the author's choices about structure of a text, order of events, and time, create such effects as mystery, tension, or surprise.</p> <p>I can determine the impact of setting on literary elements.</p> <p>I can analyze how elements of plot affect the reader's understanding and appreciation of text.</p>
Novel/Drama	<p>RL 10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<p>I can analyze how an author draws on and transforms source material in a specific work (e.g., how authors draw on themes, patterns of events, or character types from myths, or religious works and transform them).</p>
Novel/Drama	<p>RL 10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	<p>I can read and comprehend literature at the tenth grade level.</p> <p>I can independently and proficiently read and comprehend a variety of genres of literature.</p>
Research Project	<p>W 10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;</p>	<p>I can conduct both short and sustained research projects to answer a question, or solve a problem.</p>

	<p>synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>I can conduct both short and sustained research projects to narrow or broaden the research.</p> <p>I can synthesize multiple sources on a subject and demonstrate an understanding of the subject being researched.</p> <p>I can determine misconceptions, main ideas, conflicting information, and point of view or bias.</p> <p>I can gather relevant information from print and digital sources.</p> <p>I can assess the usefulness of each source.</p> <p>I can integrate information into the text to maintain the flow of ideas.</p>
<p>Writing (Informative)</p>	<p>W 10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 	<p>I can produce clear, coherent, organized writing.</p> <p>I can organize complex ideas and information.</p> <p>I can organize claims which establish clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>I can format my paper according to appropriate guidelines.</p> <p>I can use valid reasons and relevant evidence to write arguments and support claims when analyzing topics and texts.</p> <p>I can use appropriate and varied transitions to link major sections of the text.</p> <p>I can create cohesion and clarify relationships among ideas and concepts in the text using transitions.</p> <p>I can introduce precise claim(s), recognize opposing claims.</p>

	<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>I can use words, phrases, and clauses to link sections of text and clarify relationships in the text.</p> <p>I can establish and maintain a formal style and objective tone while using the norms and conventions of writing.</p> <p>I can provide a conclusion that follows from and supports the information or explanation presented.</p>
Novel/Drama	<p>L 10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based <i>on grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>I can use a variety of strategies to determine and clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p>I can use context clues to determine the meaning of a word or phrase.</p> <p>I can identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>I can consult reference materials to find the pronunciation of a word or determine or clarify its meaning, part of speech, or etymology.</p>
Novel/Drama	<p>L 10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>I can determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings.</p> <p>I can demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.</p>

Grammar/ Punctuation	L 10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	<p>I can use sentence-combining techniques.</p> <p>I can demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>I can use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>I can use a colon to introduce a list or quotation.</p>
Grammar/ Punctuation	L 10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<p>I can demonstrate a command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>I can use parallel structure.</p> <p>I can use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.</p>