

Curriculum Overview Grade 10

Survey of Contemporary American and World Literature

Scope and Sequence

The Grade 10 Curriculum is comprised of thematic units. Each thematic unit is comprised of fiction, non-fiction, poetry, drama, research, and writing. Honors level sections will engage in reading more challenging texts, and will be held to an honors level writing rubric. Unit calendars are included for each part.

During all four units, students will regularly engage in the following:

- **Mystery Passage Analysis**
- **Sustained Silent Reading**
- **Writing Workshop**
- **Informal Oral performances**
- **Independent Reading**
- **Research**
- **Writing about research and using research to support writing**

Enduring Understandings and Course Specific Goals:

By the end of Grade 10, students will:

- Be able to identify and explain the following literary devices:
- Allusion, analogy, archetype, blank-verse, cliché, connotation, denotation, deus ex machina, dramatic irony, dramatic monologue, hubris, irony, motif, parody, satire, symbolism, theme, tone, and voice.
- Demonstrate the ability to speak and write knowledgably and critically about literature
- Recognize and explain the differences between literary genres.
- Be able to discuss narrator reliability.
- Recognize and explain the differences between first person, second person, and third person narration
- Explore and analyze key elements of drama, long fiction works, and satire.
- Recognize and explain motifs, themes, and archetypes in literature
- Identify and discuss symbolism in literature.
- Write an essay that contains no first-person references.

- Be able to write a close-text analysis of a quote from a piece of literature studied in class.
- Learn to formulate thesis statements about literature
- Be able to write an effective 750-1200 word formal essay comparing a similar aspect of two literary works studied in class.
- Master the art of incorporating textual support into their essays.
- Be able to research a controversial issue and take a position in writing based on that research.
- Be able to read, evaluate, and select supporting pieces of evidence in order to write a position essay.
- Be able to research facts and information and use that information to formulate a piece of fiction.
- Be able to recognize and correct the following syntax problems in writing (their own and others’):
 - Conjunction use, prepositional phrases, dependent and independent clauses, passive voice,

Course Content and Materials

This course content is grouped by themes. These themes may be taught in any order.

Teachers interested in promoting student independence may alternately decide to teach one work per marking period in-depth with the entire class in order to focus on the specific literary techniques and devices, and allow students to choose additional independent reading texts from the specified lists, and engage in independent literature circles to discuss those texts.

The teacher will assign at least one formal critical literary essay for each theme. Students will be instructed in close-text analysis, integration of quotes into an essay, and literary terminology pertinent to the works being studied.

- Each of these essays should focus on an element of the literature being studied in class.
- Students must complete a minimum of three drafts of this essay.
- Student work will be maintained in a writing folder so that student progress may be evaluated.

Students will also write two-non-fiction pieces and one piece of fiction based upon factual research.

- The first piece will be based on teacher supplied sources on bullying and school violence and students will focus on how to select supporting quotes and facts from those sources in order to formulate an opinion piece, as well as how to integrate those facts as quotes and paraphrased factual information to support their written positions.
- The second piece will be a short story based on historical or factual research conducted by the student. Students will learn the process of researching a topic and evaluating source material for usefulness and bias.
- The third piece will be based on student-selected topics dealing with a controversial ethical issue in science, history, or current events – students will apply the process of researching a topic, evaluating source material for usefulness and bias, and using textual support to reinforce their own positions on a topic.

Theme 1: Understanding Relationships

The teacher will select at least 2 works to study from the following list. Teachers interested in promoting student independence may alternately decide to teach one work per marking period in depth with the entire class in order to focus on the specific literary techniques and devices, and allow students to choose additional 1 or 2 independent reading texts from the specified lists. Teachers will instruct students on how to formulate a position essay using teacher-found sources about school bullying and school violence.

Texts:

Ironman –Christopher Crutcher

Stargirl – Jerry Spinelli

Nectar in a Sieve --- Kamala Markandaya

The Kite Runner –Kahled Hosseini

19 Minutes – Jodi Picoult

The Sisterhood of the Traveling Pants – Ann Brashares

You Don't Know Me – David Klass

Films:

Mean Girls

Odd Girl Out

Theme 2: Power and Control

The teacher will select at least 2 works to study from the following list, in addition to using an assortment of poetry and short essays on the theme of power and control.

Texts:

Macbeth – William Shakespeare

Things Fall Apart – Chinua Achebe

The Chocolate War – Robert Cormier

The Lord of the Flies – William Golding

Master Harold and the Boys – Athol Fugard

The Prince – Niccolo Machiavelli

Theme 3: Death and the Afterlife

The teacher will select at least 2 works to study from the following list. Teachers interested in promoting student independence may alternately decide to teach one work per marking period in depth with the entire class in order to focus on the specific literary techniques and devices, and allow students to choose additional 1 or 2 independent reading texts from the specified lists. Teachers will also present students with an array of poetry, short stories, and short non-fiction works. Teachers will instruct students in how to evaluate sources for usefulness and

validity. Teachers will instruct students in how to use historical research to form the factual underpinnings of a short work of fiction.

Texts:

The Five People You Meet in Heaven – Mitch Albom

The Lovely Bones – Anne Sebold

No Exit – Jon Paul Sartre

The Inferno -- Dante Alighieri

Films:

Dead Again

The Sixth Sense

Made in Heaven

What Dreams May Come

Theme 4: A Question of Ethics

The teacher will select at least 2 works to study from the following list. Teachers interested in promoting student independence may alternately decide to teach one work per marking period in depth with the entire class in order to focus on the specific literary techniques and devices, and allow students to choose additional 1 or 2 independent reading texts from the specified lists. Students will conduct research on a controversial ethical issue and write a position essay on that issue. Teachers will instruct students in how to evaluate sources for usefulness and validity.

Texts:

Flowers for Algernon –Daniel Keys

My Sister's Keeper – Jodi Piccoult

Stuck in Neutral – Terry Trueman

Films:

Awakenings

Gattaca

Charly

Outbreak

Thank You for Smoking