

## English 10 Honors

10<sup>th</sup> Grade (10 Credits)

- Meets high school graduation requirement for English
- Meets the UC/CSU subject area B requirement



### General Information

#### Description

A year-long course organized around the study of world literature. It will include short stories, novels, drama, poetry, expository texts, and grammar. The course consists of meaningful class discussions, journal prompts, creative projects, speeches and theater arts. With an understanding of the fundamentals of research elements, students will be able to construct a multi-paragraph essay as well as experiment with various essay forms. All sophomores will participate in the District Writing Assessment, which elicits a response to non-fiction text.

Analysis is key as honors students learn to go beyond rephrasing, defining and modeling. Instead, 10 honors English focuses on examining how literary elements enhance the significance to the literary work as a whole. Additionally, students will practice more timed writes focusing on argument and rhetorical analysis in order to prepare for the Advanced Placement English classes in the upper grade levels. Because additional works are added to the 10 Honors curriculum, students should expect a faster pace. Finally, using the core curriculum, teachers work to assist students in mastering the California Common Core State Standards for Language Arts. For English-Language Arts standards, please visit the link:

<https://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

#### Expectations and Goals

It is recommended that students considering taking 10 Honors English should have taken

- English 9 Honors (earning a grade of "A")
- English 9 Honors (earning a grade of "B" and conferencing with 9th grade English teacher)
- English 9 College Prep (earning a grade of "A" and conferencing with 9th grade English teacher)

Students entering English 10 Honors should already have a good understanding of the following concepts:

#### READING

- Thorough comprehension & critical analysis of grade-level text
- Exposure to non-fiction, expository text and understanding of basic rhetorical strategies
- Literary response & analysis with sound knowledge of the literary elements

#### WRITING

- Writing a process paper (multi paragraph) and recognizing the different mode of writing
- Develop main ideas with supporting evidence
- Evaluate the credibility of an author's argument
- Blend quotations & textual evidence artfully

#### SPEAKING

- Support perspectives and judgments with convincing evidence
- Deliver presentations
- Contributes to class discussions by asking questions and takes discussion into new realms

#### GRAMMAR and STYLE CONVENTIONS

- Use clauses, phrases, mechanics of punctuation

- Understand sentence construction and proper English usage
- 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

## Work Load

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.)

- 6-7 major literary works (novels) or units (i.e. poetry, short stories)
- 3-4 pages of written response to the literary works/units (individual work depending on the length and involvement of the assignment, project, essay, group project, etc.)
- 2 multi-draft essays -- research, process pieces, and take home drafts
- 1 research paper with an emphasis on synthesizing research and the use of MLA documentation
- 6-8 timed writings or in-class writing assignments (including essay tests and DWA practice)
- 3-4 projects/presentations (group or individual)

## Estimated Homework

- Primarily students are assigned between 30-40 pages of reading for each class period. Homework time can range from 30 to 45 minutes between classes.

## This Class Is Best For Students Who...

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- Curricular area is his/her gift or passion
- Strong, experienced, avid reader
- Interests lie in careers related to curricular area
- Exceptional work ethic, self-motivated
- Masters concepts quickly; requires fast-paced, rigorous curriculum
- Loves the challenges of complex, critical-thinking problems; can solve them without assistance and can often take them to a higher level without being asked; thrives on "non-routine" problems
- Is inquiry-driven in particular curricular area; asks "Why?" and "What if...?"; wants to know or figure out the theory behind the concept
- Divergent thinker may come up with own problem-solving methods in subject area
- Seeks competitive classroom environment as a medium for critical reading, intensive writing, and thought-provoking discussion of literature
- Keeps a well-organized notebook, takes detailed notes, and works effectively in groups.

## Course Materials

### Required Materials

Students will read 6-7 literary works Works Typically Read:

- Anthology (short stories/poetry)
- The Catcher in the Rye
- The Stranger
- Oedipus Rex
- Cyrano de Bergerac
- Taming of the Shrew
- Kite Runner
- Life of Pi
- Things Fall Apart
- Waiting for Godot
- Crime and Punishment
- Seminar Set (book of choice from district-approved list)

