

Brunswick School Department  
English Language Arts  
Grade 10 Honors English II

### **Course Overview**

This course offers students the challenge of responding to complex texts from around the world, with a focus on both contemporary and classic literature. A study of rhetorical terms and devices supports analysis of various modes of writing (memoir, essays, fiction, poetry, drama). Students think of themselves and the authors of texts as having distinctive voices, with a particular message to deliver, and an audience to address. The focus for the course draws heavily from the AP Language & Composition curriculum, though, unlike the AP class, attention is given more to literary, rather than non-fiction texts.

### **Essential Understandings**

- Reading a wide variety of literature and literacy nonfiction offers insights into the human condition and serves as models for students' own thinking and writing.
- Writing is a means of asserting and defending claims, displaying knowledge, and conveying experiences and feelings. This ability to communicate is vital to career, college, and life experiences.

### **Brunswick Priority Standards and Performance Indicators**

(as based on the Maine Learning Results)

#### **P.S. ELA-1 Language: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

- a. Notice and correct grammatical and mechanical errors in writing.
- b. Demonstrate command of correct sentence structure and variety.
- c. Apply standard usage to formal speaking and writing.

#### **P.S ELA-2 Reading Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**

- a. Evaluate the relevant themes and synthesize how they are present in the novel in oral and written responses.
- b. Interpret the implications of setting and circumstance.
- c. Analyze the role of characters in the plot in oral and written responses.
- d. Analyze important quotations from the text in oral and written responses.
- e. Annotate the text.

#### **P.S ELA-3 Reading Craft and Structure: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of a text.**

- a. Understand SOAPSTone: Speaker, Occasion, Audience, Purpose, Subject, Tone.
- b. Analyze the plot and/or design of the text, following shifts in time and place.

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**P.S ELA-4 Writing Analysis: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

- a. Select and limit a debatable thesis.
- b. Research evidence using credible sources.
- c. Select an appropriate organizational plan.
- d. Acknowledge alternate sides of a position.
- e. Apply the standards of English conventions.
- f. Apply persuasive strategies.
- g. Create a Works Cited for evidence used.

**P.S ELA-5 Writing Craft: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- a. Create an effective introduction.
- b. Use showing details v. telling details.
- c. Maintain a focus on the main idea throughout the body paragraphs.
- d. Write an effective conclusion.

**P.S. ELA-6 Research- based Writing: Compose research- based writing to examine a topic through the selection, organization, analysis, and synthesis of relevant content.**

- a. Gather relevant information from multiple authoritative print and digital sources.
- b. Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
- c. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.
- d. Follow a standard format for citation.
- e. Select and limit an appropriate topic.
- f. Take notes using a minimum of three sources.
- g. Prepare an outline and multiple drafts
- h. Write a Works Cited page.
- i. Write a strong introduction and conclusion.
- j. Include precise, effective quotations that directly correspond to the main idea

**P.S. ELA-7 Speaking and Listening: Engage effectively in well-reasoned exchange of ideas**

- a. Attentively listen to the words of a speaker.
- b. Summarize what someone has said.
- c. Defend, refute, or challenge the ideas of others.
- d. Use evidence to support a position.
- e. Organize ideas clearly and logically.
- f. Use annotations of the text to contribute to class discussion.

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**Examples of Formative / Summative Assessments**

- In-class discussions
- Poetic recitation
- Dramatic reading
- Presentations (individual and group)
- Book reviews
- Quizzes and tests
- Timed in-class writing
- Extended take-home writing
- Annotating text
- Language practice and word games
- Close reading exercises
- Vocabulary and grammar exercises
- Narrative, argumentative and literary analysis essay writing
- This I Believe personal essay
- Rhetorical Analysis

**Sample Texts and Materials/Resources**

**NOVELS:**

*Animal Farm* George Orwell

*Frankenstein* Mary Shelley

*The Book Thief* Markus Zusak

*Of Mice and Men* John Steinbeck

*All Quiet on the Western Front* Erich Maria Remarque

**MEMOIRS/NON-FICTION:**

*Black Boy* Richard Wright,

*I Know Why the Caged Bird Sings* Maya Angelou

*Night* Elie Wiesel

**PLAYS:**

*Macbeth* William Shakespeare

*Othello* William Shakespeare

*Antigone* Sophocles

**SHORT STORIES:**

"The Most Dangerous Game" Richard Connell

"How Did I Kill One of the Biggest Lawyers in the State? It was Easy" Alice Walker

"How to Date a Brown Girl (Black Girl, White Girl or Halfie)" Junot Diaz

"The Fall of the House of Usher" Poe

"The Pit and the Pendulum" Poe

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**ESSAYS:**

*Between the World and Ferguson* Jelani Cobb  
*The Joy of Reading: Superman and Me* Sherman Alexie  
*Turkeys in the Kitchen* Dave Barry  
*What It Means to Be Colored Me* Zora Neale Hurston  
*Allegory of the Cave* Plato  
*Notes of a Native Son* James Baldwin  
*Just Walk On By: Black Men and Public Space* Brent Staples  
*Shooting an Elephant* Orwell  
*Seeing* Annie Dillard  
*Positive Thinking: Where There's A Will There's A Way* Laurie Maguire  
*The Moment* ed. Larry Smith

**POETRY:**

Shakespeare Sonnets  
"Death be Not Proud" John Donne  
"Annabel Lee" Poe  
"Ode to a Nightingale" Keats  
"Between the World and Me" Richard Wright  
"If" Rudyard Kipling  
"We Real Cool" Gwendolyn Brooks  
"Still I Rise" Maya Angelou  
"Where I'm From" George Ella Lyon  
"The Road Not Taken" Robert Frost  
"To This Day" Shane Koyczan  
"Shake The Dust" Anis Mojgani  
"To JK Rowling, from Cho Chang" Rachel Rostad

**TED TALKS:**

"The World Needs All Kinds of Minds" Temple Grandin  
"The Danger of the Single Story" Chimimanda Adichie  
"Your Elusive Creative Genius" Elizabeth Gilbert  
"The Failurist" Markus Zusak