

# Survey English 10

## Instructors:

Mrs. K. Bjorklund

Room 111

[bjorklundkemail@hermon.net](mailto:bjorklundkemail@hermon.net)

Mrs. Mallory Cook

Room 101

[cookm@hermon.net](mailto:cookm@hermon.net)

Mr. Matt Murray

Room 108

[murraym@hermon.net](mailto:murraym@hermon.net)

The tenth grade survey course includes the study of a variety of genres from classic and contemporary fiction and nonfiction. Emphasis is placed on vocabulary development, grammar skills, and the continued enrichment of reading, writing, and study skills. Students will write paragraphs, responses to literature, essays; they will also prepare a career research project. Students practice the strategies needed to master various types of assessments to meet the state of Maine's high school graduation requirements.

## Graduation Standards (the number of the standard is referenced in the performance indicators listed in each unit):

1. **Reading Comprehension:** Read and comprehend appropriately complex literary and informational texts independently and proficiently.
2. **Reading Interpretation:** Interpret, analyze, and evaluate appropriately complex literary and informational texts.
3. **Writing Arguments:** Write clear and coherent arguments for a range of tasks, purposes, and audiences.
4. **Writing Informative and Narrative Texts:** Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences.
5. **Writing Process:** Develop and strengthen writing.
6. **Writing Research:** Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
7. **Speaking and Listening Discussion:** Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively.
8. **Speaking and Listening Presentation:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective.

## Unit 1

### Voice and Characterization

#### Summary

Students will be reading a novel and analyzing the the author's use of voice and characterization. In addition to journaling responses based on events, characters and literary elements in the novel, students will also compose two monologue pieces using two distinctive voices (summative assessment #1). One of the monologues will be performed in front of their peers. The second summative assessment will involve a character analysis that will require them to implement the steps in the writing process.

#### Performance Indicators Assessed in Unit

#### STANDARD 1: READING COMPREHENSION:

C. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RL + RI.3)

#### STANDARD 2: READING INTERPRETATION:

A. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (RL + RI.1)

C. Determine an author's point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty

	<p>of the text. (RL + RI.6)</p> <p><b>STANDARD 4: WRITING INFORMATIVE AND NARRATIVE TEXTS:</b>  D. Use appropriate and verified techniques, transitions and syntax to link the major sections of the text, create cohesion, clarify the relationship among complex ideas and concepts, and build toward a particular outcome. (W.2c; W.3c)</p> <p><b>STANDARD 5: WRITING PROCESS:</b>  A. Independently develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.5)  B. Demonstrate command of the conventions of standard English grammar and usage when writing. (W.5)</p> <p><b>STANDARD 8: SPEAKING AND LISTENING PRESENTATION:</b>  D. Adapt speech to a variety of contexts and tasks.</p>
<b>Unit 2</b>	<b>Nonfiction and Memoir</b>
Summary	Throughout the course of this unit, students will read and analyze the structure of memoir. Students will read a variety of memoirs and apply different learning strategies to assist in their analyses of the texts. The unit will end by having students write both an essay that analyzes author's craft and a personal memoir about an event in their lives.
Performance Indicators Assessed in Unit	<p><b>STANDARD 4: WRITING INFORMATIVE AND NARRATIVE TEXTS:</b>  A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. (W.2a)  B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.2b)  E. Use appropriate and varied techniques, transitions and syntax to link the major sections of the text, create cohesion, clarify relationships among complex ideas and concepts, and build toward a particular outcome. (W.2c; W.3c)  G. Provide a conclusion that follows from, supports, or reflects on information that is presented or what is experienced, observed, or resolved over the course of the narrative. (W.2f; W.3e)</p> <p><b>STANDARD 2: READING INTERPRETATION:</b>  A. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (RL + RI. 1)  B. Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact. (RL + RI.5)</p> <p><b>STANDARD 5: WRITING PROCESS:</b>  A. Independently develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.5)</p>
<b>Unit 3</b>	<b>The Research Project</b>
Summary	This unit focuses on the research process and developing a multi-genre project. Students will begin the unit by brainstorming a list of topics they wish to research. Next, students will learn about the research process and apply their knowledge to a research project. Finally, students will compile their research into a multimedia presentation, which they

	will share with their peers.
Performance Indicators Assessed in Unit	<p><b>STANDARD 6: WRITING RESEARCH:</b></p> <p>A. Collect relevant information from multiple print and digital sources. (W.8)</p> <p>B. Integrate accurate information into the text selectively and purposefully to maintain the flow of ideas, while following a standard citation format and avoiding plagiarism and over-reliance on any one source. (W.8)</p> <p>C. Draw on evidence from literary or informational texts to support analysis, reflection and research, integrating information from diverse sources into a coherent understanding of an idea or event, noting discrepancies and agreements among sources. (W.9)</p>
<b>Unit 4</b>	<b>Article of the Week</b>
Summary	In an effort to get students reading more nonfiction text, and to broaden their knowledge of the world, students will engage in reading, writing and discussing the article of the week. Through this unit, students will learn different annotating and close reading strategies that they can apply to all texts. They will write a reflective essay on each article and discuss their writing with their peers. Finally, at the end of each quarter students will select one of the previous articles of the week to write a “Why You Should Care” persuasive essay.
Performance Indicators Assessed in Unit	<p><b>STANDARD 3: WRITING ARGUMENTS:</b></p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of claim(s) from alternate or opposing claims. (W.1a)</p> <p>B. Develop claim(s) and counterclaims fairly and thoroughly. (W.1b)</p> <p>C. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons, between reasons and evidence, and between claims(s) and counterclaims. (W.1c)</p> <p>D. Establish and maintain a formal style and objective tone. (W.1d; W.2e)</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented. (W.1e)</p>
<b>Unit 5</b>	<b>Historical Context in Writing</b>
Summary	The focus of this unit will be on the big idea that society shapes an individual. Students will read a novel and research elements of the novel's historical context. At the end of the unit, students will write an essay about how the novel's society has shaped characters in the novel. The essay will require students to synthesize multiple sources in their analysis of the novel.
Performance Indicators Assessed in Unit	<p><b>STANDARD 2: READING INTERPRETATION:</b></p> <p>A. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary and secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (RL + RI.1)</p> <p>D. Evaluate content and multiple sources of information presented in diverse media and formats to interpret literature, address a question or solve a problem. (RL + RI.7)</p> <p><b>STANDARD 3: WRITING ARGUMENTS:</b></p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of claim(s) from alternate or opposing claims. (W.1a)</p> <p>B. Develop claim(s) and counterclaims fairly and thoroughly. (W.1b)</p>

	E. Provide a concluding statement or section that follows from and supports the argument presented. (W.1e)
<b>Unit 6</b>	<b>Literature Circles</b>
Summary	During this unit, students will self-select a novel that addresses a common class theme. Students will read and discuss their novels in small groups, by applying both reading and discussion strategies. The unit's assessment will be a Socratic Seminar, where students discuss the novel, using discussion strategy techniques, and are given constructive feedback on their use of discussion techniques and their analysis of the text. Finally, students will write a reflective essay that discusses the literature circle process, their own strengths and weaknesses, and an evaluation of their group's collective work.
Performance Indicators Assessed in Unit	<b>STANDARD 7: SPEAKING AND LISTENING DISCUSSION:</b> A. Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL. 1a) B. Operate effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence. (SL. 1b, c) C. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue, resolve contradictions when possible; and determine what additional information or research is required to deepened the investigation or complete the task. (SL. 1d)
<b>Unit 7</b>	<b>The Portfolio</b>
Summary	This unit focuses on the writing process. Students will create a portfolio of polished work that demonstrates proficiency in a number of performance indicators. Finally, students will write a written reflection of their work and performance over the course of English 10.
Performance Indicators Assessed in Unit	<b>STANDARD 5: WRITING PROCESS:</b> A. Independently develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.5) B. Demonstrate command of the conventions of standard English grammar and usage when writing. (L.2)