

Honors English 10

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This honors level tenth grade English course involves a survey and analysis of genres from classic to contemporary literature. Through writing, students practice the skills to inform, narrate, explain, compare and contrast, describe, and persuade. Students will analyze and evaluate literature and informational texts, with emphasis on author's choice. Students will prepare a career research project and conduct one or more job shadows. Honors level students accumulate progressively more sophisticated skills in reading, writing, and speaking, toward the goal of being prepared for either AP Literature or AP Language as ELA options. Honors 10 English students practice the strategies needed to master various types of assessment to meet the state of Maine's high school graduation requirement.

Graduation Standards

Standard 2: Reading Interpretation

Interpret, analyze, and evaluate appropriately complex literary and informational texts.

Standard 3: Writing Arguments

Write clear and coherent arguments for a range of tasks, purposes, and audiences. (CCWA 1, 4,10)

Standard 4: Writing Informative and Narrative Texts

Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences.

Standard 6: Writing Research

Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Standard 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.

Standard 8: Speaking and Listening Presentation

Present information, findings, and supporting evidence, conveying a clear and distinct perspective.

Unit 1

Allegory & Expository

Summary

Students will read an allegory over the summer. Upon returning they will explore the elements of allegory to determine the author's purpose. They will then link the text to present day by identifying *New York Times* articles that relate to the happenings within the text. Students will write an expository that explores the elements of allegory, compares the author's warning to present day happenings, while supporting their thesis with ample textual evidence.

Performance
Indicators
Assessed
in Unit

Standard 1: Reading Comprehension:

B. Determine the central ideas of a text, analyze their development, and provide an objective summary. (RI.2)

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 4: Writing Informative and Narrative Texts

	<p>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)</p> <p>Writing Research</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 overreliance on any one source. (W.8)</p>
Unit 2	Cultural Conversation and Perspectives
Summary	<p>The twenty-first century classroom and workplace are settings in which people from different cultures mix and work together. This unit guides students’ explorations of culture and its components - nationality, family, ethnicity, gender, race, and subgroups - examining how these components shape their perceptions of themselves and the world around them. As students seek to understand their own culture and the cultures of others, they are able to evaluate different perspectives and adjust their own thinking by learning from others. Students will also explore the concept of cultural identity and diverse cultural perspectives by examining a variety of texts that range from personal reflections to short stories and art, eventually writing two essays that synthesize information from these sources. Through writing and a creative medium of their own choosing, the final assessment gives students the opportunity to share what they have learned about their own cultural identity and cultural conflicts.</p>
Performance Indicators Assessed in Unit	<p>Reading Interpretation:</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>Writing Informative and Narrative Texts:</p> <p>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)</p> <p>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)</p> <p>E. Use appropriate and varied techniques, transitions and syntax to link the major sections of the text, create cohesion, clarify the relationships among complex ideas and concepts, and build toward a particular outcome. (W.2c; W.3c)</p> <p>F. Use precise language, domain-specific vocabulary, telling details and techniques to explain complex topics and convey vivid experiences, events, and/or characters. (W.2d; W.3d)</p> <p>Writing Arguments:</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and distinguish the claim(s) from alternate or opposing claims. (W.1a)</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 relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (W.1c)</p>
Unit 2	Analyzing an Author’s Style
Summary	<p>Students will read a text that exhibits unorthodox features, structures, and strategies, analyzing the effects on the reader. Students will make sense of the text through response logs, class discussions, and annotation strategies. Midway through the unit students will be assessed on their ability to mimic a quality of the author’s style through a research</p>

	project. At the conclusion of the unit students will write an analysis exploring the unique strategies and their effects on the reader.
Performance Indicators Assessed in Unit	<p>Standard 2: Reading Interpretation:</p> <p>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.</p> <p>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 of the text.</p> <p>Standard 4: Writing Informative and Narrative Texts:</p> <p>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.</p>
Unit 4	College Preparation and Career Research
Summary	The mission of Hermon High School is to prepare students for personal success in college, career, and community. Midway through sophomore year, students are faced with many decisions that will impact their future. Should they attend UTC? Should they take dual enrollment courses? What electives will help them pursue their career ambitions? What <i>are</i> their career ambitions? This unit will give students the opportunity to identify and research two potential career paths. From their research, students will put together an annotated bibliography. Next, students will identify colleges or preparation programs that will train them to pursue their respective careers. After viewing application requirements, students will learn the qualities of an effective narrative, determine the tone they would like to achieve, and the qualities about themselves they would like to reveal, enabling them to write a college admissions essay.
Performance Indicators Assessed in Unit	<p>Standard 6: Writing Research:</p> <p>A. Collect relevant information from multiple print and digital sources.</p> <p>Standard 4: Writing Informative and Narrative Texts:</p> <p>C. Engage and orient the reader by setting out a problem, situation, or observation and its significance, 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>D. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>F. Use precise language, domain-specific vocabulary, telling details and techniques to explain complex topics and convey vivid experiences, events, and/or characters.</p> <p>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 a narrative.</p>
Unit 6	The Power of Rhetoric
Summary	Vital to the continuation of the American dream and at the heart of our democracy is persuasive, free speech. To better understand the presence and power of rhetorical strategies, students will read, watch, and analyze historic American speeches and well-known TED Talks. Students will be assessed on their ability to identify an author’s claim and the rhetorical strategies that help him/her to achieve his/her purpose. At the end of the unit, students will write and present a speech of their own.
Performance Indicators Assessed	Standard 2: Reading Interpretation:

in Unit	<p>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.</p> <p>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 of the text.</p> <p>E. Delineate and evaluate the argument and specific claims in a text, including seminal U.S. texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>Standard 6: Writing Research:</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 overreliance on any one source.</p> <p>Standard 3: Writing Arguments:</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and distinguish the claim(s) from alternate or opposing claims.</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 relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Standard 7: Speaking and Listening Discussion:</p> <p>E. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>Standard 8: Speaking and Listening Presentation:</p> <p>A. Develop a clear line of reasoning that addresses alternative or opposing</p> <p>B. Use appropriate organization, development, style, and substance appropriate to a range of purposes and audiences for both formal and informal tasks.</p> <p>C. Make strategic use of digital media in presentations.</p>
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Summative Assessments Retake

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Grading of Formative Assessments

- Formative assessments will count as 20% of the grade.
 - Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.

Supplies

The following supplies are required by the third class of the year:

- A two inch three-ring binder (exclusively for this class)
- Loose leaf paper for your binder
- Five or more dividers
- Pens and/or pencils (your preference)
- Highlighters

Classroom Expectations

We will follow the policies set forth in the Hermon High School Handbook.

- I will be positive.
- I will be engaged.
- I will participate.
- My actions, my consequences.