



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

English (Grade 10)

Course Description:

The curriculum for this unweighted required course is developed from the [Wisconsin Standards for English Language Arts](#). Skill focus will be on improving and developing language skills through writing and speaking in conjunction with diverse literary works. The information in this course overview outlines what students should understand and be able to do by the end of the trimester/year.

Mastery Standards:

English 10: Part 1

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS.ELA-LITERACY.RL.9-10.2)

Determine the need for punctuation and conjunctions to combine sentences. (CCRS.USG)

Honors Extension Standard: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS.ELA-LITERACY.RI.9-10.4)

English 10: Part 2

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (CCSS.ELA-LITERACY.RL.9-10.6)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-LITERACY.W.9-10.1)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-LITERACY.W.9-10.4)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS.ELA-LITERACY.W.9-10.7)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS.ELA-LITERACY.W.9-10.8)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS.ELA-LITERACY.SL.9-10.1)

Recognize and correct subject/verb agreement, pronoun/antecedent agreement, and comma usage for parenthetical elements. (CCRS.USG)

Honors Extension Standard: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (CCSS.ELA-LITERACY.RI.9-10.6)

Year-Long Mastery Standards:

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-LITERACY.RL.9-10.1)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS.ELA-LITERACY.SL.9-10.4)

| Unit | Description of Unit and Learning Targets |
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| <p>Unit Title: Part 1: Rebels and Revolutionaries</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none">• What distinguishes rebels (villains) from revolutionaries (heroes)?• How does the study of fiction and nonfiction texts help individuals construct their understanding of reality?• Why are there universal themes in literature—that is, themes that are of interest or concern to all cultures and societies?• How do writers concisely convey the most important aspects of a larger work? | <p><u>Speaking & Listening Learning Targets:</u></p> <ul style="list-style-type: none">• I am able to organize a speech in a logical manner so that my argument has a clear beginning, middle, and end that build upon each other.• I am able to present information clearly and concisely.• I am able to use clear transitional words and phrases to convey logical relationships between ideas.• I am able to utilize the appropriate speaking elements for the task, purpose, and audience.• I will be able to prepare for discussion and participate by referring to my findings during discussion. (Honors extension)• I will be able to ask questions and make comments that respectfully challenge others' reasoning and evidence and establish different perspectives. (Honors extension)• I can respond thoughtfully to different perspectives and resolve differences when necessary. (Honors extension)• I will be able to share relevant evidence to support a meaningful discussion. (Honors extension) <hr/> <p><u>Reading Learning Targets:</u></p> <ul style="list-style-type: none">• I am able to determine the main idea of the text.• I am able to determine the theme of the text.• I am able to prove how the theme develops over the course of the text using textual supports.• I can analyze the impact word choice on the meaning or tone of a text. (Honors extension)• I can analyze a point of view or cultural experience as reflected in a work. (Honors extension) <hr/> <p><u>Writing Learning Targets</u></p> <ul style="list-style-type: none">• I am able to compose a claim. (Honors extension)• I am able to support the claim with strong evidence. (Honors extension)• I am able to use valid reasoning to explain my evidence. (link) (Honors extension)• I will be able to write for the appropriate task, purpose, and audience. (Honors extension)• I will be able to write using skill-level appropriate grammar. (Honors extension) <hr/> <p><u>Grammar Learning Targets</u></p> <ul style="list-style-type: none">• I will be able to determine the need for punctuation and coordinating conjunctions to join parts of sentences (compound sentences).• I am able to combine sentences and use subordinating conjunctions effectively while recognizing the need for punctuation when appropriate. |

Unit Title: Part 2: Human Rights & Personal Freedoms

Essential Questions:

- Globally, in what ways are marginalized groups denied their human rights?
- How do writers use a variety of perspectives to develop their own?
- What strategies best foster deep conversations about literature and the world we live in?
- What are your civil responsibilities as a citizen?

Reading Learning Targets:

- I am able to paraphrase from a source text using my own words and phrasing to avoid plagiarism.
- I am able to follow a citation format.
- I am able to reflect on different points of view and cultural experiences.

Writing Learning Targets

- I am able to compose a claim.
- I am able to support the claim with strong evidence.
- I am able to use valid reasoning to explain my evidence. (link)
- I will be able to write for the appropriate task, purpose, and audience.
- I will be able to write using skill-level appropriate grammar.
- I will be able to generate research questions to guide my research.
- I will be able to gather relevant information from multiple sources and integrate it into my writing.

Speaking & Listening Learning Targets:

- I will be able to prepare for discussion and participate by referring to my findings during discussion.
- I will be able to ask questions and make comments that respectfully challenge others' reasoning and evidence and establish different perspectives.
- I can respond thoughtfully to different perspectives and resolve differences when necessary.
- I will be able to share relevant evidence to support a meaningful discussion.
- I am able to organize a speech in a logical manner so that my argument has a clear beginning, middle, and end that build upon each other.
- I am able to present information clearly and concisely.
- I am able to use clear transitional words and phrases to convey logical relationships between ideas.
- I am able to utilize the appropriate speaking elements for the task, purpose, and audience.
- I can analyze how an author uses rhetoric to advance his or her point of view. (Honors extension)

Grammar Learning Targets

- I am able to ensure straightforward subject-verb agreement (USG 302)
- I am able to ensure straightforward pronoun-antecedent agreement (USG 303)
- I am able to use commas to set off simple parenthetical elements (PUN 404)
- I am able to use idiomatically appropriate prepositions in simple contexts (USG 304)