

ENGLISH 10
First Half of Semester

- I. Speaking and Listening
- II. Grammar
 - A. Correct/Verb Agreement
 - B. Correct Usage
 - C. Correct Pronouns
 - D. Modifiers
- III. Short Story Skills
 - A. Analyzing Solutions
 - B. Reading Actively
 - C. Using Context Cues
 - D. Literary Analysis
 - E. Compare and Contrast
 - F. Essay Writing
- IV. Short Story: Literary Focus
 - A. Irony
 - B. Themes
 - C. Paradox
 - D. Suspense
 - E. Setting
 - F. Symbols
 - G. Conflict
 - H. Plot
 - I. Tone
 - J. Allegory
 - K. Characterization
- V. Literary Analysis: Essay Writing
 - A. Thesis Statement
 - B. Utilize Appropriate Quotes
 - C. Explanation and Reiteration of Thesis
 - D. Types of Essays
 - 1. Narration
 - 2. Description
 - 3. Expository
 - 4. Comparison/Contrast
 - 5. Persuasive
- VI. Poetry Skills
 - A. Simile
 - B. Metaphor

- C. Interpreting Personification
- D. Identify Repetition/Refrain
- E. Inferences
- F. Narrative Voice
- G. Reading Expressively
- H. Essay Writing

VII. Poetry: Poetic Literary Focus

- A. Sonnet Narrative
- B. Allusion
- C. Rhythm
- D. Irony
- E. Simile
- F. Metaphor
- G. Dialogue
- H. Lyric
- I. Personification

ENGLISH 10
Second Half of Semester

- VIII. Drama Skills
 - A. Understanding Generalizations
 - B. Understanding Imagery
 - C. Understanding Staging
 - D. Understanding Inferences
 - E. Understanding Setting
 - F. Recognizing Dialect
 - G. Compare and Contrasting
 - H. Essay Writing
- IX. Drama: Literary Focus
 - A. One-Act Play
 - B. Tragedy
 - C. Blank Verse
 - D. Plot
 - E. Structure
 - F. Irony
 - G. Tragic Hero
 - H. Tragic Flaw
 - I. Protagonist
 - J. Antagonist
- X. The Novel (Skills)
 - A. Sequencing
 - B. Setting
 - C. Plot
 - D. Recognizing Context Cues
 - E. Identifying Details
- XI. The Novel: Literary Focus
 - A. Rising Action
 - B. Falling Action
 - B. Climax
 - C. Sequence
 - D. Compare/Contrast
 - E. Cause/Effect
 - F. Conflict
- XII. Caribbean Literature
 - A. Using Vivid Language
 - B. Understanding Dialect
 - C. Recognizing Emotive Language

- D. Predicting Outcomes
- E. Recognizing Context Cues
- F. Sequencing
- G. Allusion
- H. Making Inferences
- XIII. Journal Writing (Daily for Cognitive Development)
- XIV. Letter Writing (Ongoing)
- XV. Research Paper (Career Research Project)

English Ten

Speaking and Listening: Students will deliver oral presentations that will use traditional rhetorical strategies of narration, persuasion, description, and demonstrate a command of standard English.

By the end of tenth grade the student will:

1. Participate in and report small–group learning activities. VIS#4, 5
2. Assume responsibility for specific tasks. VIS#4, 5
3. Participate in the preparation of an outline or summary of the group activity. VIS#4, 5
4. Include all group members in oral presentations. VIS#4, 5
5. Critique oral reports of small-group learning activities. VIS#4, 5
6. Evaluate one’s role in preparation and delivery of oral reports. VIS#4, 5
7. Evaluate effectiveness of group process in preparation and delivery of oral reports. VIS#4, 5
8. Present and support a clear thesis statement and choose appropriate types of proofs (statistics, testimonies, and specific instances) that meet standard tests for evidence, including their credibility, validity, and relevance. VIS#4, 5
9. Use props, visual aids, graphs, and electronic media to enhance presentations. VIS#4, 5
10. Produce concise notes for extemporaneous delivery. VIS#4, 5
11. Use effective verbal and nonverbal strategies for presentations (voice, gestures, and eye contact). VIS#4, 5
12. Evaluate the clarity, effectiveness, and overall coherence of a speaker’s key points, arguments, evidence, organization of ideas, delivery, diction, and syntax. VIS#4, 5
13. Deliver narratives that:
 - a. narrate a sequence of events and mood that communicate their significance to the audience
 - b. develop narrative elements with concrete sensory details and language. VIS#4, 5
14. Deliver expository presentations that: define, inform, and explain including essays and research papers that support a thesis statement. VIS#4, 5

15. Deliver oral responses that:
 - a. demonstrate a comprehensive grasp of the significant ideas of works of passages
 - b. support key ideas and viewpoint through accurate and detailed references to text or to other works. VIS#4, 5

16. Deliver persuasive presentations that:
 - a. clarify and defend a position with precise, relevant evidence
 - b. structure ideas in a sustained and logical fashion. VIS#4, 5

17. Deliver descriptive presentations that:
 - a. Provide a clear perspective on the object being described
 - b. Make effective use of factual descriptions of concrete images. VIS#4, 5

Reading/Literature: Students will read and respond to different levels of writing. Students will focus on traditional and contemporary literature to which they will explicate, analyze, and evaluate. By grade twelve, students will be able to relate literary themes to contemporary literature.

1. Read and critique literary works from a variety of eras in a variety of cultures. VIS# 1, 3, 5

2. Explain similarities and differences of structures and images as represented in the literature of different cultures. VIS#1, 3, 5

3. Identify universal themes prevalent in the literature of all cultures. VIS#1, 3, 5

4. Describe cultural archetypes in short stories, novels, poems, and plays across several cultures. VIS#1, 3, 5

5. Examine a literary selection from several critical perspectives. VIS#1, 3, 5

6. Read and interpret printed materials. VIS#1, 3, 5

7. Identify essential information needed to operate specific tools, appliances, and technology hardware or equipment. VIS#1, 3, 5

8. Skim manuals or consumer text to locate information. VIS#1, 3, 5

9. Compare and contrast product information contained in advertisements with instruction manuals and guarantees. VIS#1, 3, 5

10. Read and critique a variety of poems. VIS#1, 3, 5

11. Compare and contrast the use of rhyme, rhythm, and sound to convey a message.
VIS#1, 3, 5
12. Compare and contrast the ways in which poets inspire the reader to share emotions expressed in poems.
VIS#1, 3, 5
13. Read and critique dramatic selections.
VIS#1, 3, 5
14. Explain the use of asides.
VIS#1, 3, 5
15. Explain the role of the director.
VIS#1, 3, 5
16. Compare and contrast character development in a play as compared to other literary forms.
VIS#1, 3, 5
17. Identify and use idioms, cognates, and the literal and figurative meanings of words in speaking and writing.
VIS#1, 3, 5
18. Generate relevant and researchable questions about readings.
VIS#1, 3, 5
19. Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
VIS#1, 3, 5
20. Critique and evaluate the credibility of evidence presented in functional documents: newspapers, magazines, journals, editorials, political speeches, and primary source material.
VIS#1, 3, 5
21. Analyze interaction between main and subordinate characters in literary text (internal and external conflict, motivation, relationships, and influences) and how they affect the plot.
VIS#1, 3, 5
22. Recognize and understand the significance of a wide range of literary elements and techniques, including figurative language, imagery, allegory, and symbolism and explain their appeal.
VIS#1, 3, 5
23. Explain how voice, persona, and narrator affect tone, characterization, plot, and credibility.
VIS#1, 3, 5
24. Identify and describe the function of dialogue, scene design, soliloquies, asides, and character foil in dramatic literature.
VIS#1, 3, 5
25. Evaluate how an author's stylistic choices and an author's choice of words and imagery create tone and mood, and advance the work's theme, using the terminology of literary criticism.
VIS#1, 3, 5

Writing: Students will write narrative, expository, persuasive, and descriptive texts, demanding command of standard English. Students will write a well-organized research paper demonstrating the writing process.

1. Develop a variety of writing with an emphasis on exposition. VIS#1, 2, 4, 5
2. Plan and organize ideas for writing. VIS#1, 2, 4, 5
3. Elaborate ideas clearly through word choice and description. VIS#1, 2, 4, 5
4. Write clear, varied sentences. VIS#1, 2, 4, 5
5. Organize ideas into a logical sequence. VIS#1, 2, 4, 5
6. Revise writing for clarity and content of presentation. VIS#1, 2, 4, 5
7. Edit final copies for correct use of language, spelling, punctuation, and capitalization. VIS#1, 2, 4, 5
8. Use available technology. VIS#1, 2, 4, 5
9. Critique professional and peer writing. VIS#1, 2, 4, 5
10. Analyze the writing of others. VIS#1, 2, 4, 5
11. Describe how writing accomplishes its intended purpose. VIS#1, 2, 4, 5
12. Apply knowledge of critical analysis to writing. VIS#1, 2, 4, 5
13. Write to interpret, analyze, and evaluate ideas. VIS#1, 2, 4, 5
14. Explain concepts contained in literature and other disciplines. VIS#1, 2, 4, 5
15. Translate concepts into simpler or more easily understood terms. VIS#1, 2, 4, 5
16. Establish a coherent thesis that conveys a clear and distinctive perspective on a subject while maintaining a consistent tone and focus throughout the piece of writing. VIS#1, 2, 4, 5
17. Develop key ideas within the body of the composition through the use of ample supporting evidence such as scenarios, hypothetical, definitions, facts, and examples. VIS#1, 2, 4, 5
18. Write narratives (autobiographies, biographies, and short stories) that:
 - a. narrate a sequence of events and communicate their significance to the audience

- b. locate scenes and incidents in specific places
 - c. develop the narrative elements with concrete sensory details and language
 - d. effectively pace the presentation of action to accommodate time or mood.
- VIS#1, 2, 4, 5

19. Write expository texts that define, inform, and explain, including analytical essays and papers that present evidence of a thesis statement. VIS#1, 2, 4, 5

20. Write persuasive texts including evaluation, interpretation, and speculation about problem/solution and cause and effect that:
- a. structure ideas in a sustained and logical fashion
 - b. clarify and defend position with precise and relevant evidence, including facts, expert opinions, quotations, commonly accepted beliefs, and logical reasoning.
- VIS#1, 2, 4, 5

21. Formulate a logically written 5-10 page research paper using appropriate manuscript requirements: title page, spacing, margins, integration of sources, and support materials. VIS#1, 2, 4, 5

Grammar: Students will demonstrate the standard use of grammar in writing and speaking. Students will proofread and edit for errors in grammar and usage to create a polished final copy.

- 1. Demonstrate correct usage of subject/verb agreement, singular/plural number, intervening prepositional phrases, indefinite pronouns, and compound subjects. VIS#2, 3
- 2. Demonstrate correct usage of principal parts, tenses, regular verbs, and tense consistency. VIS#2, 3
- 3. Demonstrate correct pronoun usage of nominative and objective case. VIS#2, 3
- 4. Demonstrate correct usage of modifiers, comparison of modifiers, irregular comparison, comparative and superlative, the double negative, placement of modifiers, prepositional phrases, participial phrases, and clauses. VIS#2, 3

Research and Technology: Students will use on-line sources to retrieve data and other technology to create a document in standard manual script style.

- 1. Collect, evaluate, and organize information. VIS#2, 3, 5
- 2. Organize information from a variety of sources. VIS#2, 3, 5

3. Verify the accuracy and usefulness of information. VIS#2, 3, 5
4. Compile information from multiple sources (almanacs, microfiche, news sources, in-depth field studies, speeches, journals, and technical documents). VIS#2, 3, 5
5. Use appropriate conventions for in-text documentation, notes, and bibliographies, adhering to style manuals such as the Modern Language Association (MLA) or American Psychological Association (APA) manual. VIS#2, 3, 5
6. Design and publish multi-page documents using advanced publishing software and graphic programs. VIS#2, 3, 5