



EAST TROY COMMUNITY SCHOOL DISTRICT

Committed to the Growth & Success of Each Student, Each Year

Accelerated Sophomore English Sem2 (Grade 10)

Course Description:

The curriculum for this course is developed from the [Common Core State Standards for English Language Arts](#). Accelerated Sophomore English is a challenging two-semester course which emphasizes the basic skills of English in greater depth and at an accelerated pace utilizing a variety of materials in addition to the regular curriculum. Students study vocabulary, apply sentence patterns, write essays, analyze fiction and nonfiction texts, and develop their oral skills. Extra activities include two Shakespearean play, a Greek Tragedy, supplementary vocabulary, independent reading, and additional writing.

Essential Understandings:

1. Using a variety of mechanically and grammatically correct sentences improves an author's fluency, style, and effect. (L.9-10.1, L.9-10.2, L.9-10.3)
2. The research task requires a process including narrowing of a topic, conducting research, developing an outline, drafting, and crafting a final piece. (W.9-10.5, W.9-10.7, W.9-10.8)
3. Conducting research and gathering credible sources increases one's knowledge about a topic, confirms a particular opinion or idea, or challenges a particular opinion or idea. (W.9-10.8, RI.9-10.8)
4. Information needs to be analyzed, synthesized, and integrated when supporting an argument. (W.9-10.8)
5. Critical thinking skills guide the revision process of a research paper or essay. (W.9-10.5)
6. Analysis of literary devices and structure used in a novel deepens the understanding of theme and meaning. (RL.9-10.2, R.9-10.5)
7. Presenting information, findings, and supporting evidence in a clear, concise, and logical manner is important so that listeners can follow the line of reasoning. (SL.9-10.4)
8. The organization, development, substance, and style of presentations should be appropriate to purpose, audience, and task. (SL.9-10.4)
9. Writing regularly in short and long formats for a variety of purposes increases fluency and effectiveness. (W.9-10.10)
10. Knowledge of Greek and Roman roots expands our ability to recognize and understand the meaning of newly-encountered words. (L.9-10.4, L.9-10.5, L.9-10.6)
11. Active listening and the use of nonverbal and vocal techniques contribute to effective spoken communication. (SL.9-10.1, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.5, SL.9-10.6)

Unit	Description of Unit and Learning Targets
Research Paper <ul style="list-style-type: none">• How do you determine a source's credibility?• How do you know when your research is completed?• Why do writers abide by style guides like MLA and APA?• Why is it important to revisit, reflect, and revise previously written texts?	<p>Students analyze a controversial topic, develop a point of view and write for a specific purpose in the style of a college level persuasive essay.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none">• I can analyze the development of the theme or central idea over the course of the text (how it emerges and is shaped and refined by details).• I can evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims).• I can identify false statements and flawed reasoning.• I can produce clear and coherent writing appropriate to task, purpose and audience.

	<ul style="list-style-type: none"> • I can conduct research projects to answer a question or solve a problem. • I can synthesize multiple sources on a subject. • I can gather relevant information from a variety of authoritative sources. • I can use advanced searched effectively. • I can assess the usefulness of each source in answering the research question. • I can follow a standard format for citation. • I can adjust my writing practices for different timeframes, tasks, purposes and audiences. • I can use correct grammar and usage when writing or speaking. • I can use correct capitalization, punctuation and spelling to send a clear message to my reader. • I can use a style manual appropriate for the discipline and type of writing.
Greek Drama <ul style="list-style-type: none"> • How do authors connect multiple societal issues and experiences over time? • How do historical events connect to present day societal issues? • Why is it important to discuss and question a text? • What is hubris and how do authors use it to connect to larger literary themes? 	<p>Students read and analyze the characterization, themes, and complex language presented in <i>Oedipus Rex</i>.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can determine the theme or central idea of a literary text. • I can analyze how an author's choices about how to structure text, order events and manipulate time create intended effects. • I can analyze the development of the theme or central idea over the course of the text (how it emerges and is shaped and refined by details). • I can objectively summarize a literary text. • I can adjust my writing practices for different timeframes, tasks, purposes and audiences. • I can evaluate a speaker's ideas. • I can present information clearly, concisely and logically for the appropriate purpose, audience and task.
American Novel/Coming of Age <ul style="list-style-type: none"> • How do authors connect multiple societal issues and experiences over time? • How do historical events connect to present day societal issues? • Why is it important to discuss and question a text? • What does it mean to analyze a text for theme, central idea, context, and author's idea? 	<p>Students read the novel <i>To Kill a Mockingbird</i> by Harper Lee to gain a better understanding of how a society influences an individual and conversely how an individual can influence a society.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can determine the theme or central idea of a literary text. • I can analyze the development of the theme or central idea over the course of the text (how it emerges and is shaped and refined by details). • I can objectively summarize a literary text. • I can analyze how an author's choices about how to structure text, order events and manipulate time create intended effects. • I can adjust my writing practices for different timeframes, tasks, purposes and audiences. • I can evaluate a speaker's ideas. • I can present information clearly, concisely and logically for the appropriate purpose, audience and task. • I can initiate collaborative discussions. • I can participate effectively in a range of collaborative discussions with diverse partners. • I can express my own ideas and build on others' ideas. • I can integrate multiple sources of information in various media or formats.

	<ul style="list-style-type: none"> • I can evaluate the credibility and accuracy of sources. • I can present information clearly, concisely and logically for the appropriate purpose, audience and task.
Persuasive Speech <ul style="list-style-type: none"> • How is formal speaking different than formal writing? • Why is it important to appeal to an audience when speaking? • What are the ways to engage an audience when speaking? • Why is it important to analyze sources for relevance? 	<p>Students choose a controversial topic, choose a position on the topic and present a persuasive argument as a formal speech. Students will utilize the principles of persuasive speaking to present a compelling argument appropriate for a select audience.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). • I can identify false statements and flawed reasoning. • I can evaluate a speaker's ideas. • I can present information clearly, concisely and logically for the appropriate purpose, audience and task. • I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate.
Vocabulary <ul style="list-style-type: none"> • What role do etymology and root words play in understanding words? 	<p>Students learn word families based etymology and Greek and Latin roots to increase their vocabulary and their ability to unlock the meaning of unfamiliar words as they encounter them.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can identify word families based on Greek and Latin roots. • I can use my knowledge of Greek and Latin roots to unlock the meaning of words. • I can correctly use new vocabulary words in context.