



EAST TROY COMMUNITY SCHOOL DISTRICT

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

Accelerated Sophomore English Sem1 (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. Writing poetry with figurative language and poetic devices deepens the representation of theme and meaning. (W.9-10.3)
2. Examination of literary devices, word meanings, and structure in poetry and Shakespearean drama deepen the understanding of theme and meaning. (RL.9-10.4)
3. Universal themes found in multiple genres of literature and poetry connect to and enhance our understanding of real-life situations. (RL.9-10.2)
4. Using standard English, active listening, and analysis skills results in increasingly sophisticated discussions and research based presentations. (SL.9-10.1, SL.9-10.4, SL.9-10.6)
5. 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, W.9-10.4)
6. Writing regularly in short and long formats for a variety of purposes increases fluency and effectiveness. (W.9-10.10)
7. 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)
8. Recognizing cultural and historical context aids in understanding the deeper significance of a a text. (RL.9-10.6, RL.9-10.9)
9. Identification and understanding of stylistic devices and techniques bring a deeper understanding of theme and meaning. (RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6)

Unit	Description of Unit and Learning Targets
Poetry Unit <ul style="list-style-type: none">• What can a writer learn from studying a poet's craft and style?• How does a speaker create meaning through voice, inflection, pacing, and tone?	<p>Students analyze poetry in order to gain a better understanding of theme and the power of language. Students also write their own poetry and present a dramatic reading of a poem.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none">• I can identify and incorporate figurative language and poetic devices within writing.• I can connect different literary and poetic devices to the overall meaning of a work of writing.• I can make personal connections to the central ideas presented in poetry.• I can adapt my speech, voice, and pacing to enhance the meaning of spoken poetry.
Shakespeare (2 plays)	<p>Students read and analyze the characterization, themes, and complex language presented in Shakespeare's <i>A Midsummer Night's Dream</i></p>

<ul style="list-style-type: none"> • How do themes in literature transcend time? • What elements of drama most impact a play? 	<p>and <i>Romeo and Juliet</i>.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can analyze how order of events and different plot lines intentionally create tension and surprise. • 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.
<p>Speaking Experience</p> <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? 	<p>Students develop a speech of their choosing (demo, moments in history, special occasion etc.) based on a specific criteria developed by the Wisconsin High School Forensics Association (WHSFA).</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can describe audience, situation, and purpose. • I can identify qualities of formal and informal speech. • I can evaluate audience needs (including perceptions and misconceptions). • I can distinguish between formal and informal speech. • I can speak effectively in a variety of situations. • I can demonstrate correct language usage.
<p>Style Analysis/Sentence Patterns</p> <ul style="list-style-type: none"> • How does the construction and arrangement of words in a sentence affect meaning? • How does grammar usage affect meaning? 	<p>Students learn to identify and write various sentence patterns to enable them to write a variety of effective, sophisticated, and grammatically correct sentences. Students also learn to identify styles of writing in various text to draw conclusions and develop commentary to analyze through analytical writing.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can correctly replicate various sentence patterns. • I can apply sentence patterns in order to add variety, effectiveness and sophistication to my writing. • 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 produce clear and coherent writing appropriate to task, purpose and audience.
<p>Independent Reading</p> <ul style="list-style-type: none"> • How do purpose and audience shape the content in a persuasive text? • How do authors use narrative elements to create a story? 	<p>Students choose a book to read from the library at the beginning of each quarter and complete a book project to report out on their learning.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can represent information in order to appeal to a particular audience. • I can summarize the plot of a text.
<p>Vocabulary</p> <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

	<p>meaning of words.</p> <ul style="list-style-type: none">• I can correctly use new vocabulary words in context.
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