



EAST TROY COMMUNITY SCHOOL DISTRICT

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

Sophomore English Sem1 (Grade 10)

Course Description:

The curriculum for this course is developed from the [Common Core State Standards for English Language Arts](#). A required two semester course emphasizing skills in writing, analyzing literature, speaking, and research. These skills are practiced and honed within a choice reading project, poetry unit, and Shakespeare unit.

Essential Understandings:

1. Reading and writing poetry with figurative language and poetic devices deepens the representation of theme and meaning. (RL.9-10.10, W.9-10.4)
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 global 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.9-10.8, W.9-10.10)

Unit	Description of Unit and Learning Targets
Poetry Unit • 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?	Students learn to 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. <u>Learning Targets:</u> • I can read and comprehend literature, including poetry. • I can identify multiple themes in a work of literature, including poetry. • I can determine the figurative meanings of words to help me understand a text. • I can present in a concise, logical manner using standard English grammar and usage. • I can write routinely over extended time frames for a range of tasks, purposes, and audiences. • I can produce clear and coherent writing appropriate to task (writing poetry), purpose (demonstrate my understanding of poetic devices) and audience (english readers).
Shakespearean Play • How do themes in literature transcend time? • What elements of drama most impact a play?	Students read and analyze the characterization, themes, and complex language presented in Shakespeare's <i>A Midsummer Night's Dream</i>. <u>Learning Targets:</u> • I can determine a theme or central idea of a text and analyze in detail its development over the course of the text. • I can determine the meaning of words and phrases including figurative and connotative meanings and their effect in a text.

	I can use technology to produce, publish information flexibly and dynamically.
Choice Reading Unit - How do purpose and audience shape the content in a persuasive text? - How do authors use narrative elements to create a story?	Students choose a book to read from the library at the beginning of each quarter and complete a persuasive project. <u>Learning Targets:</u> - I can determine multiple themes of a text and analyze in detail its development over the course of the text. - I can write routinely over extended time frames for a variety of purposes, and audiences.
Shakespeare Group Research Project - What is the relationships between the content of a presentation and the visual components? - How do presenters improve credibility by citing sources?	Students will research and present a topic related to the Shakespearean Era. <u>Learning Targets:</u> - I can present in a concise, logical manner using formal English grammar and usage. - I can present information with appropriate organization and development, so that an audience can clearly understand my findings. - I can gather and integrate relevant information from multiple authoritative sources using proper citation format.
Sentence Patterns Why is it important to use sophisticated sentence patterns in writing?	Students will apply a variety of sentence structures within their writing. <u>Learning Targets:</u> - I can demonstrate command of the conventions of standard English grammar and usage when writing. - I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.