

English 10 Daily - Course Syllabus

In this year-long course, students in semester one of *English 10 daily* apply the idea of responsibility to their study of language, literature, informational texts, writing, and speaking and listening to their roles as entering high school students and emerging adults. Students examine the questions, *What does personal responsibility look like? What traits should it include? What happens without personal responsibility? How do we pursue personal freedom while maintaining personal responsibility? How do we recognize personal responsibility? How are we responsible for the language we use? How does taking personal responsibility shape me? To whom and what are we responsible? How do we manage conflicting responsibilities? What is our responsibility to the common good? How are we responsible to others?* and *What effect does technology have on our personal responsibility?*, by studying age-appropriate literature, as determined by critical research, pilot studies, and current educational use. Students read and improve their understanding of fiction and nonfiction, analyze literary themes, structures, and details, and use techniques of research and technology to produce and present oral and written compositions.

The *English 10 daily* curriculum uses the works listed below for study because of their literary merit, as recognized by standard local, national, literary, and educational sources. Their study in the high school classroom, therefore, enables students to apply critical thinking processes to realistic issues encountered in the world and in widespread, contemporary culture, and to understand and appreciate mature literature in order to enrich and extend the experiences of their lives. We encourage parents and guardians to participate fully in their adolescents' education, to read along with them and to discuss literature together as they emerge into adulthood. Students focus on the development of the individual, writing formal and informal texts, discussing them within a community of learners, and analyzing literature and informational text. Additionally, the course *English 10 daily* helps develop a fluent and proficient reader through additional instruction in language acquisition and comprehension strategies. The daily instructional outcomes align to the Common Core State Standards for Reading, Writing, Language, and Speaking and Listening. *English 10 daily* prepares students to take the PARCC Assessment.

Using short texts, students use the reading strategies learned in class to make text-to-self, text-to-text, and text-to-world connections. Short texts, classical and contemporary, provide students the opportunities for in-class readings and in-class discussions, both critical for comprehension. Reading and writing instruction is scaffolded and students practice reading fluency during silent-sustained reading.

Units I-III: Personal Responsibility 9 weeks

Students establish strategies for reading literature and informational text, such as close reading, and explore themes such as defining character, rights and responsibilities, and inspiring change, in traditional and modern literature. Students synthesize their understanding of literature and writing by writing to source, completing research, and a literary analysis essay.
Basic Texts: Pearson *Common Core Literature*, *Lord of the Flies*

Units IV-VI: Personal Responsibility 9 weeks

While adding to their repertoire of skills, students examine the impact of shaping self, informed choices, and responsibility and the common good, in literature and in informational text. Students will research to draw comparisons, will compose a narrative, and write poetry. An assessment modeled after the PARCC Assessment will serve as a portion of the final exam.
Basic Texts: Pearson *Common Core Literature*, *I Know Why the Caged Bird Sings*