ADVANCED LANGUAGE ARTS 10

Mr. Luke

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Room 143

Texts: Literature and Language (McDougal Littell) Blue Level

Elements of Writing (Holt Rinehart Winston) Third Course

FOR WHOM THE BELL TOLLS (Ernest Hemingway)

CATCHER IN THE RYE (J.D. Salinger)

The NIGHT BIRDS (Thomas Maltman)

PEACE LIKE A RIVER (Leif Enger)

BRIDESHEAD REVISITED (Evelyn Waugh)

THE COLOR OF WATER (James McBride)

COURSE OBJECTIVES: This course will help students to further enhance their critical thinking skills, develop confidence in their writing ability, and use language accurately. In addition, students will develop and increase reading comprehension, as well as prepare for the state MCAII Reading test.

Elements of Short Stories Unit: 2.5 Weeks

Read: The Lottery (Jackson)

Edgar Allen Poe short stories

Read: “A Gravestone Made of Wheat” (Weaver) Handout

Read: Elements of Fiction—pg. 17

“ From Dandelion Wine” (Bradbury) Pg.63

Write: An Essay about setting

Read: “Antaeus” (Deal) pg.188

Write: A plot diagram with illustrations

Read: “On the Rainy River” (O’Brien) pg.549

Write: Essay on short story

Read: “The feeling of power” (Asimov) pg.645

Write: Essay on Satire

Elements of Non-fiction Unit 3.5 Weeks

Read: Elements of Non Fiction—pg.28

Read Essays: “A Couple of Really Neat Guys” (Barry) pg. 619

“David Meets Goliath at City Hall” (Holleman) Pg. 623

“The Suspected Shopper” (Goodman) pg. 657

“Diablo Country” (Buchwald) pg.685

“Don’t Can Your Aluminum” (Earth Group) pg. 687

Play: “A Visit to a Small Planet” (Vidal) pg. 690

Current editorials and news articles

Write: Persuasive Essays

Study: Critical reading strategies

Fallacies & Advertising Appeals

Abstract

“Perseverance” A Memoir/Autobiography Unit: 4 Weeks

Read: The Color of Water (McBride)

Write: A personal narrative

Elements of Drama Unit: 1 week

Read: Julius Caesar—pg. 732. Write a research paper comparing the conspiracy in the play to another documented conspiracy. Also, a group acting out presentation is required for a particular assigned act of the play.

Advanced Language Arts 10

**Course Description**: This class challenges students who have a serious interest in the study of the English language. Topics include various literary genre, styles and authors. Students will apply their analytical and writing skills to closely study significant authors, themes and styles. The teacher must recommend students from the preceding year for Advanced English. Summer work or prior quarter work is required before enrollment will be granted.

**Enduring Learning**

The student will be able to:

Use learned vocabulary words appropriately and know their meanings.

* Comprehend non-fiction texts and draw conclusions and inferences from them.

* Understand literary devices and themes of a variety of

literature.

* Use learned vocabulary words appropriately and know their meanings.
* Master the six traits of writing.
* Learn adequately punctuation, grammar, and spelling.
* Become familiar with the research process, citing sources, and avoiding plagiarism.

**Essays** will be assigned including personal, compare/contrast, theme, creative, analytical, persuasive, research MLA and APA formats, logical, and explorations of personal and objective and subjective values. Some of these papers could be taken through a revision process.

**Other Assignments**: Daily Oral Language and journaling, grammar worksheet lessons, vocabulary exercises, and an independent novel, that is high school level and acceptable to the student’s parents, to be read in a semester and assessed with an oral presentation given to the class or a book trailer created by a computer program. There will also be acting out presentations dealing with the novels we study in class and literary terms.

**Test and quizzes** will be given periodically and can come without prior notice. There will be various formats of tests and quizzes including short answer, multiple choice, essay, some open book, compare/contrast, along with other creative formats.

**CELLPHONES WILL BE COLLECTED BEFORE TESTS**.

**No iPods allowed**.

**Grading Policy:**

Work completed within ***5 school days*** of the due date of the assignment will earn a maximum of 75% of the total points of the assignment. Work completed **after 5 days** will be earn a maximum of 50% of the total points of the assignment.

**Grading Scale:**

A   = 95                           C- = 70

A- = 90                           D+ = 68

B+ = 87                           D   = 63

B   = 83                           D- = 60

B- = 80                           F    = 59

C+ = 78

C   = 73

**LIBRARY RESOURCES**

**Delano Media Center:** [**http://www.delano.k12.mn.us/sitepages/pid187.php**](http://www.delano.k12.mn.us/sitepages/pid187.php)

**The Purdue Online Writing Center:** [**http://owl.english.purdue.edu/**](http://owl.english.purdue.edu/)

**“INSIDER” INFORMATION – GUIDELINES (tidbits about you and your expectations)**

**Reading Literature**

* RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Advanced 10 The Night Birds, Peace Like a River, Brideshead Revisted,** *Grapes of Wrath*

Assessment: Theme paper, tests, and graded discussion

* RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**Advanced 10** The Night Birds, Peace Like a River, Brideshead Revisted, *Grapes of Wrath*

Assessment: Tests and graded discussion

* RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

**Advanced 10**  *The Night Birds, Peace Like a River, Brideshead Revisted* to *Julius Caesar*

Assessment: Final test five paragraph essay comparing character of Brutus to another character we’ve studied from another literary work.

RL.9-10.10. By the end of grade 9, read and comprehend literature **and other texts** including stories, dramas, and poems**,** in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**a. Self-select texts for personal enjoyment, interest, and academic tasks.**

**b. Read widely to understand multiple perspectives and pluralistic viewpoints.**

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

**a. Self-select texts for personal enjoyment, interest, and academic tasks.**

**b. Read widely to understand multiple perspectives and pluralistic viewpoints.**

**Advanced 10** Independent novels: Students are expected to choose novels that their parents would approve of them reading.

Assessment: Oral book presentation and book trailer on a personally selected independent novel.

**Reading Informational Text**

* RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Advanced 10** Nonfiction unit

Assessment: Read and analyze nonfiction writings from anthologies and other sources with discussion and short answer questions.

* RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Advanced 10** Nonfiction unit

Assessment: Read and analyze nonfiction writings from anthology and other sources with discussion and short answer questions.

* RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**Advanced 10**  Nonfiction unit

Assessment: Read and analyze nonfiction writings from anthology and other sources with discussion and short answer questions.

* RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**Advanced 10**  Nonfiction unit

Assessment: Read and analyze nonfiction writing from anthology and other sources with discussion and short answer questions.

* RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**Advanced 10**  Nonfiction unit

Assessment: Read and analyze nonfiction writings from anthology and other sources. Discuss and complete short answer questions.

* RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**Advanced 10**  Nonfiction unit

Assessment: Read, analyze, discuss, and complete short answer questions from anthology and other sources of nonfiction.

* RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

**Advanced 10**  *Color of Water*

Assessment: Tests, discussions

* RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Advanced 10**  Nonfiction unit

Assessment: Read, analyze, discuss, and complete short answer questions from anthology and other nonfiction sources.

* RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

**a. Self-select texts for personal enjoyment, interest, and academic tasks.**

**Advanced 10** Nonfiction Unit

Assessment: Read, discuss, and analyze selections from anthology and other nonfiction selections and answer short answer questions in text book.

**Writing**

* W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  + Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  + Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
  + Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  + Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
* Provide a concluding statement or section that follows from and supports the argument presented.

**Advanced 10** Persuasive unit

Assessment: Write a persuasive essay of a relevant topic that contains two opposing viewpoints.

* W.9-10.3. Write narratives **and other creative texts** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  + Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  + Use **literary and** narrative techniques, such as dialogue, pacing, **rhythm, repetition, rhyme,** description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  + Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  + Use precise words and phrases, telling details, **figurative** and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  + Provide a conclusion **(when appropriate to the genre)** that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or **creative text**.

**Advanced 10** Personal Narrative

Assessment: Write a personal narrative employing the 6 traits of writing along with fiction devices such as dialogue, description, and characterization.

* W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**Advanced 10** The Night Birds, Peace Like a River, Brideshead Revisted, Grapes of Wrath

Assessment: Using google docs incorporate vocabulary words and create power points to present to class concerning the novel Grapes of Wrath.

* W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Advanced 10** Persuasive unit

Assessment: Research and write a persuasive essay

* W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**Advanced 10** Persuasive unit

Assessment: Write a persuasive essay after researching it on a relevant topic with two opposing viewpoints.

* W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  + Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
  + Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

**Advanced 10** Non Fiction Unit

Assessment: Read, examine, analyze nonfiction pieces from anthology and other sources and complete short answer questions concerning them.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

**Speaking and Listening**

* SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, **including** **those by and about Minnesota American Indians**, building on others’ ideas and expressing their own clearly and persuasively.
  + Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  + Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  + Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  + Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Advanced 10** Graded Discussions

Assessment: Participate in a graded discussion at the completion of each novel assigned in class: Catcher in the Rye, For Whom the Bell Tolls, Grapes of Wrath, The Night Birds, Peace Like a River.

* SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**Advanced 10** Persuasive unit

Assessment: Watch political speeches or different news sources and discuss the credibility and accuracy of each one.

* SL.9-10.3. Evaluate a speaker’s point of view, reasoning, **intended audience,** and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Advanced 10** Persuasive unit

Assessment: Present and give feedback on political speeches while studying Julius Caesar while voting on best one.

1. SL.9-10.4. **While respecting intellectual property**, present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **(e.g., persuasion, argumentation, debate).**

**Advanced 10** Persuasive unit

Assessment: A persuasive speech where pairs of students each take the romantic side of thinking like the character of Brutus and the cynical view of other conspirators. Vote on winning speeches.

SL. 9-10.7. **Understand, analyze, evaluate, and use different types of print, digital, and**

**multimodal media.**

1. **Evaluate the content and effect of persuasive techniques used in different mass media.**
2. **Synthesize information and recognize categories, trends, and themes across multiple sources.**
3. **Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.**
4. **Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.**

**Advanced 10 P**ersuasive unit

Assessment: Discuss credible and not credible sources for persuasive essay assignment. Examine examples of each.

**La****nguage**

* L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  + Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian’s *Manual for Writers*) appropriate for the discipline and writing type.

**Advanced 10** Persuasive Essay

Assessment: Write a persuasive essay adhering to the A.P.A. guidelines with citing sources within paper and on reference page.

* L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
  + Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  + Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
  + Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  + Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
  + L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  + Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  + Analyze nuances in the meaning of words with similar denotations.

**Advanced 10** Poetry

Assessment: Read and analyze poems in anthology and complete figurative language worksheets from Process of Writing by Mary Bandvik.

**See next page for Nook agreement and signing of parents/guardians for understanding of syllabus.**

**DHS Nook Policy:**

Once the *Nook* is allocated to a student, that student will be responsible for the security and safety of the *Nook* device.  If the device is damaged or lost, the student will be responsible for the cost of replacement.

The replacement cost of the *Nook* is $100.00.

The replacement cost of the power cord is $15.00.

**AGREEMENT SIGNED BY PARENT/GUARDIAN**

**To Parent(s) and/or Guardian(s) and Student:**

**Please sign and return this page:**

**I read, understand, and agree to abide by the expectations set forth in the Delano High School Advanced Language Arts 10 syllabus.**

**(Print Student’s Name) (Date)**

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**(Student’s Signature) (Date)**

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**(Print Parent/Guardian’s Name) (Date)**

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**(Parent/Guardian’s Signature) (Date)**

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