

Amherst-Pelham Regional School District District Curriculum Overview

Subject: English

Course: Literature as Social Criticism & Oral Communication

Grade Level: Tenth

Concepts/Enduring Understandings/Themes	Topics	Unit Content/Skills	Essential Activities/Agreements
<p>Writing is a meaning-making process that can provide personal fulfillment and allows the writer to gain insights and understanding into their learning, him or herself and their world</p> <p>Writers attend to focus, structure, elaboration, style and conventions as key elements of quality writing in order to develop their ideas, advance, their intent, and appeal to the reader.</p> <p>Writers write for a variety of purposes including: exploring, entertaining, informing, analyzing, describing, persuading, revealing feelings, or responding to reading.</p> <p>Writers listen to, read, and analyze text in order to craft and shape their writing and develop a variety of styles.</p> <p>Writing to learn promotes higher level thinking and provides students with a way of learning that enables them to personalize, internalize, and deepen their understanding.</p>	<p>The Writing Process</p> <ul style="list-style-type: none"> ▪ Ideation and Invention ▪ Selection and Organization ▪ Drafting ▪ Editing/Revision/Publishing <ul style="list-style-type: none"> ▪ Paragraph and Essay Development ▪ Grammar and Style <ul style="list-style-type: none"> ▪ Audience and purpose <ul style="list-style-type: none"> ▪ Evaluate and Present <ul style="list-style-type: none"> ▪ Research and Exploration 	<ul style="list-style-type: none"> • Understands phases of the writing process: differentiate inventing, composing, revising, and editing in a variety of modes of discourse. • Employs unity, structure, and coherence • Uses the appropriate Parts of Speech, Sentence Structure and Variety, Logic, Spelling, Diction, Punctuation, Capitalization, Usage • Considers the intended reader when developing compositions in a variety forms such as journal entry, personal essay, poetry, voice paper, research project, analytical essay, speeches, and monologues • Assesses and selects best writing to showcase for publication to showcase in course portfolios • Conducts research on issues and interests by generating ideas and questions, posing problems, gathering, evaluating, and 	<p>Literature As Social Criticism: Modes of Discourse:</p> <ul style="list-style-type: none"> • Personal narrative • Writing to connect literature to social issues • Analytical writing (based on close reading of text) • Analytical essay (on one or more works) • Imaginative writing • Low stakes writing: reader response, exit/ entrance slips, freewriting, free choice • Short research writing to understand historical context of texts • Reflections for perceptions and self-assessment • Honors Project (option) • Course Portfolio <p>Oral Communication: Modes of Discourse:</p> <ul style="list-style-type: none"> • Persuasive/Informative writing including research and bibliographic documentation • Comparative poetry analysis • Tribute/eulogy manuscript • Imaginative writing • Low stakes writing: reader response, exit/entrance slips, freewriting, free choice • Informal writing assignments and activities (e.g. exploration of textual details and language) • Oral presentations and interpretations on selected readings • Speaker analyses

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<p>Reading a wide range of print and non-print texts to builds an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</p> <p>Readers draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</p> <p>Reading a wide range of literature from many periods in many genres to builds an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.</p> <p>Readers apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p> <p>Readers use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</p> <p>Readers develop an understanding of and respect for diversity in language use, patterns, and dialects</p>	<ul style="list-style-type: none"> ▪ Structure and Elements of Various Texts ▪ Personal, Cultural, and Geographic Perspectives ▪ Decoding Text ▪ Literary Genres, Elements, and Themes ▪ Close Reading of Text ▪ Connotation: Interpretation of Subtext, Figurative Language and Imagery ▪ Research ▪ Oral and Written Language Patterns and Usage 	<p>synthesizing data from a variety of sources.</p> <p>Literature as Social Criticism:</p> <ul style="list-style-type: none"> ▪ Classical Greek Tragedy: Introduction to context, plot, character, theme, style ▪ Shakespearean Drama: Introduction to context, plot, character, theme, style ▪ Anthropological Novel: Introduction to context, plot, character, theme, style ▪ 20th Century Novel: Introduction to context, plot, character, theme, style ▪ 19th Century Novel: Introduction to context, plot, character, theme, style <p>Short Stories: Examining Elements of Fiction</p> <p>Oral Communication:</p> <ul style="list-style-type: none"> ▪ Modern Drama: Introduction to context, plot, character, theme, style ▪ Poetry: Introduction to type, structure, language, interpretive devices, literary criticism 	<ul style="list-style-type: none"> • Honors Project (option) • Course Portfolio <p>Literature as Social Criticism: Core Texts:</p> <ul style="list-style-type: none"> • Sophocles' <i>The Oedipus/Antigone</i> • Shakespeare's <i>Othello, The Merchant of Venice</i> or <i>As You Like It</i> • Hurston's <i>Their Eyes Were Watching God</i> • Salinger's <i>The Catcher in the Rye</i> or Golding's <i>The Lord of the Flies</i>; Knowles' <i>A Separate Peace</i>; • Twain's <i>Puddin'head Wilson</i> or Bronte's <i>Jane Eyre</i>; Faulkner's <i>Intruder in the Dust</i>; Crane's <i>A Red Badge of Courage</i>; Dickens' <i>Great Expectations</i>; Collected 19th Century Short Stories • DiYanni's <i>Reading Fiction: A Short Story Anthology</i> <p>Oral Communication: Core Texts:</p> <ul style="list-style-type: none"> • Ibsen's <i>Ghosts</i> and/or Miller's <i>All My Sons</i> • <i>Poems: American Themes</i> • Garcia Marquez's <i>A Chronicle of a Death Foretold</i> • <i>Getting Started in Public Speaking</i>

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<p>across cultures, ethnic groups, geographic regions, and social roles.</p> <p>Readers participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p> <p>Effective communicators can demonstrate knowledge and understanding of the relationships among the components of the communication process; the variables influencing the effectiveness of the components of the communication process; the various levels of the meanings of messages; the role of personal knowledge and the knowledge of others in the nature and quality of communication; the influence of the individual, the relationship, and the situation on communication choices; the role of communication in the development and maintenance of personal relationships; the role of communication in creating meaning, influencing thought, and making decisions; the role of communication in the democratic process; and the role of personal responsibility in making ethical communication decisions.</p> <p>Effective speakers can demonstrate knowledge and understanding of the relationships among the components of the speaking process across a variety of contexts; the ability to identify and use effective strategies for formal and informal speaking situations in public, group, work, and personal settings; the ability to use language that clarifies, persuades, and/or inspires while respecting the listeners'</p>	<ul style="list-style-type: none"> ▪ Literary Theory/Criticism ▪ Communication Process ▪ Communication Apprehension ▪ Audience Analysis ▪ Speaking for a Variety of Purposes ▪ Finding Information and Narrowing the Topic ▪ Structuring and Developing Ideas ▪ Rehearsal, Delivery, and Style 	<ul style="list-style-type: none"> ▪ Modern Novel: Introduction to context, plot, character, theme, style ▪ Historical Background: Introduction to the historical roots of communication, the communication process, arenas of communication, and public performance ▪ Public Speaking for a Variety of Purposes: Introduction to the canons of rhetoric, performance, and critique ▪ Oral Interpretation of Poetry, Prose, and Drama: Introduction literary genre, analysis and development of text, performance, and critique 	<ul style="list-style-type: none"> • <i>Getting Started in Oral Interpretation</i> <p>Oral Communication: Types of Public Addresses:</p> <ul style="list-style-type: none"> ▪ Personal Presentation ▪ Impromptu Speeches ▪ Tribute/Eulogy ▪ Persuasive or Informative Speeches <p>Types of Oral Interpretation:</p> <ul style="list-style-type: none"> ▪ Drama ▪ Poetry ▪ Prose <p>Honors Project (Option)</p>

