



General English 10

Unit 1

Short Stories

7 Weeks

- **OVERVIEW:**

Students identify the different types of literary elements/devices and “figurative language” authors use when writing. They also write a Literary Analysis Essay using the Six Trait Writing Process and explain how writers use of literary elements/devices and “figurative language” using and citing evidence for the text.

- **Textbook Location and Stories:**

Unit 1: Pages 1-102

Unit 5: Pages 450-532

- “The Lottery” by Shirley Jackson
- “The Monkey’s Paw” by W. W. Jacobs
- “The Lady or the Tiger?” By Frank Stockton
- “The Black Cat” by Edgar Allen Poe
- “Lamb to the Slaughter” by Roald Dahl
- “Masque of the Red Death” by Edgar Allen Poe
- “The Most Dangerous Game” by Richard Connell
- “The Sniper” by Liam O’Flaherty

- **Key Learning Goals:**

- Identify the different types of literary elements/devices and “figurative language” authors use when writing
 - Write a Literary Analysis Essay using the Six Trait Writing Process
 - Explain the writers use of literary elements/devices and “figurative language” using and citing evidence for the text
 - Write paragraphs and essays using proper subject-verb agreement
 - Conduct and facilitate a Socratic Discussion on any topic
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- **OVERVIEW:**

Students identify different poetic devices poets use in poems to create mood, describe settings, and create and sustain interest. Students explain and analyze the different reasons why poets write poetry. Students write a “Literary Analysis Essay” of a poem.

- **Textbook Location and Stories:**

Unit 7: Pages 650-747

- “The Road Not Taken” by Robert Frost
- “If” by Rudyard Kipling
- “Do Not Go Gentle Into That Good Night” by Dylan Thomas
- “The Raven” by Edgar Allan Poe
- “Anabel Lee” by Edgar Allan Poe
- “Out, Out” by Robert Frost
- “Because I could not stop for death” by Emily Dickinson
- “Sonnet 43 – How do I love thee? Let me count the ways” by Elizabeth Barrett Browning
- “Sonnet 18 – Shall I compare thee to a summer’s day” by William Shakespeare

- **Key Learning Goals:**

- Identify the different poetic devices poets use in poems to create mood, describe settings, and create/sustain interest
- Explain the different reasons why poets write poetry
- How to analyze a poem
- Identify the different types of poems
- Write a “Literary Analysis Essay” of a poem

- **OVERVIEW:**

Students understand how media messages create meaning and identify positive and negative impact of “social media” on our society. Students identify who created a particular “media message” and name the “tools of persuasion” used.

- **Textbook Location and Stories:**

Unit 6: Pages 552-622

- Social Media Presentation... You are what you share...”
- www.prezi.com
- Different forms of social media
- techspirited.com
- “Advantages and disadvantages of social media”
- www.slideshare.com
- “The Different Types of Advertising Methods Available To You”
- www.thebalancesmb.com
- “Influence of Media on Society”
- www.slideshare.com
- “Influence of Media On Society”

- **Key Learning Goals:**

- Understand how media messages create meaning
- Positive and Negative Impact of “social media” on our society
- Identify who created a particular “media message”
- Name the “tools of persuasion” used
- Discover the part of the story that’s not being told
- Recognize bias, spin, misinformation, and lies

Unit 4

Novel

7 Weeks

- **OVERVIEW:**

Students recognize racial injustice in the novel *To Kill A Mockingbird*. Students explain that because of “skin color” during the time of the novel the accused was “guilty”. Students examine themes throughout the novel.

- **Textbook Location and Stories:**

Unit 4: Pages 354-430

- “To Kill A Mockingbird” by Harper Lee
 - “I Have A Dream” Speech by Martin Luther King...
 - www.montgomeryschoolsmd.org
 - “Harper Lee Biography”
 - www.smithsonianmag.com/arts-culture/harper-lees-novel-achievement
 - “Harper Lee PPT”
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- **Key Learning Goals:**

- Recognize racial injustice in the novel
- Explain that because of “skin color” during the time of the novel...the accused was “guilty”
- Explain the “theme” of prejudice
- Explain racism through the eyes of the racist
- Explain/Describe how “people” in the South “feared” the blacks becoming more assertive because there were more blacks than there were whites

Unit 5**Drama****7 Weeks**

- **OVERVIEW:**

Students give an account of the basic plot of Romeo and Juliet. They connect how characters actions and inactions affect the plot and other characters. Students identify the thematic topics of Romeo and Juliet such as the nature of love, love and sacrifice, actions and consequences, fate and free will, violence—is it ever justified? Feuds, marriage, parental authority vs. individual freedom, and rebellion. Students develop imaginative/creative responses to share ideas through assignments and final projects.

- **Textbook Location and Stories:**

Unit 7: Pages 650-747

- Film: West Side Story
- Play: Romeo and Juliet
- Acts One – Act Five Worksheet Questions
- Romeo and Juliet PPT
- Shakespeare PPT

- **Key Learning Goals:**

- Give an account of the basic plot of Romeo and Juliet
 - Connect how characters actions/inactions affect the plot and other characters
 - Identify the thematic topics of Romeo and Juliet such as the nature of love, love and sacrifice, actions and consequences, fate and free will, violence—is it ever justified? Feuds, marriage, parental authority vs. individual freedom, and rebellion
 - Develop imaginative/creative responses to share ideas (through assignments and final projects)
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