

The Research-
Driven Solution
to Raise the
Quality of High
School Core
Courses

QualityCore[®]



English 10

Course Outline

	Unit 1 (12 days)	Unit 2 (20 days)	Unit 3 (25 days)	Unit 4 (22 days)	Unit 5 (25 days)	Unit 6 (15 days)	Unit 7 (20 days)	Unit 8 (13 days)	Unit 9 (15 days)
	Practicing the Habits of a Lifelong Learner	Where Do I Fit In? Exploring Identity and Culture Through Literature	Warriors Don't Cry: Explorations of Culture, Identity, and History	I Need a Hero: Joseph Campbell and <i>Siddhartha</i>	Nature as a Metaphor: A Sense of Time and Place	Existentialism: Questions Without Answers	Dramatic Literature	Analysis of Speeches	Persuading Your Audience With Research
ACT Course Standards—English 10									
A. Reading (continued)									
5. Author's Voice and Method (continued)									
e.	Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts								
f.	Analyze an author's implicit and explicit argument, perspective, or viewpoint in a text (e.g., Toni Cade Bambara's argument about social class in the U.S. in her short story "The Lesson")								
g.	Describe what makes an author's style distinct from the styles of others								
h.	Identify the author's stated or implied purpose in increasingly challenging texts								
6. Persuasive Language and Logic									
a.	Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g., appeals to emotion, reason, or authority; stereotyping) and the presence of bias in literature, film, advertising, and/or speeches								
b.	Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities								
c.	Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources								
d.	Distinguish between fact and opinion, basing judgments on evidence and reasoning								
7. Literary Criticism									
a.	Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the terms <i>symbol</i> and <i>allusion</i> appropriately in a discussion of Alice Walker's poem "Women")								
b.	Provide an interpretation of a literary work that is supported by evidence from the text and from cogent reasoning								
c.	Read literary criticism, with assistance, to increase comprehension of increasingly challenging literary texts								
8. Words and Their History									
a.	Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject area vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies)								
b.	Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts								
c.	Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words								
d.	Use context clues (e.g., author's restatement, example) to understand unfamiliar words in increasingly challenging texts								
e.	Comprehend foreign words and phrases in texts that are commonly used in English								
f.	Define and identify common idioms and literary, classical, and biblical allusions (e.g., "He had the patience of Job.") in increasingly challenging texts								
g.	Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language								
h.	Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts								

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	Introduction to English 10: Practicing the Habits of a Lifelong Learner	Where Do I Fit In? Exploring Identity and Culture Through Literature	Warriors Don't Cry: Explorations of Culture, Identity, and History	I Need a Hero: Joseph Campbell and <i>Siddhartha</i>	Nature as a Metaphor: A Sense of Time and Place	Existentialism: Questions Without Answers	Dramatic Literature	Analysis of Speeches	Persuading Your Audience With Research
ACT Course Standards—English 10									
B. Writing (continued)									
5. Conventions of Usage									
a.	Correctly spell commonly misspelled/confused words	✓	✓	✓	✓	✓	✓	✓	✓
b.	Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity	✓	✓	✓	✓	✓	✓	✓	✓
c.	Make subject and verb agree in number, even when there is some text between the subject and verb	✓	✓	✓	✓	✓	✓	✓	✓
d.	Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)	✓	✓	✓	✓	✓	✓	✓	✓
e.	Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified	✓	✓	✓	✓	✓	✓	✓	✓
f.	Correctly use parts of speech	✓	✓	✓	✓	✓	✓	✓	✓
6. Conventions of Punctuation									
a.	Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)	✓	✓	✓	✓	✓	✓	✓	✓
b.	Use punctuation correctly within sentences and words	✓	✓	✓	✓	✓	✓	✓	✓
c.	Demonstrate correct use of capitalization	✓	✓	✓	✓	✓	✓	✓	✓
C. Research									
a.	Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and nonprint sources						✓		✓
b.	Decide on a research question and develop a hypothesis, modifying questions as necessary during the project to further narrow the focus or extend the investigation								✓
c.	Evaluate source information (e.g., primary and secondary sources) for accuracy, credibility, currency, utility, relevance, reliability, and perspective								✓
d.	Compile and systematically organize important information to support central ideas, concepts, and themes								✓
e.	Summarize, paraphrase, and directly quote from sources, including the Internet, to support the thesis of the paper and/or presentation; accurately cite every source to avoid compromising others' intellectual property (i.e., plagiarism)								✓
f.	Compose a research paper that develops a clear argument and includes title page, outline, first and final drafts, and works-cited page, adhering to guidelines from MLA or other stylebooks								✓

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ACT Course Standards—English 10									
D. Listening, Viewing, and Speaking									
1. Comprehension and Analysis									
a.	Recognize the main ideas in a variety of oral presentations and draw valid conclusions								
b.	Identify and evaluate the effect of logical fallacies (e.g., overgeneralization, bandwagon) and the presence of biases and stereotypes in television and print advertising, speeches, newspaper articles, and internet advertisements								
c.	Identify types of arguments (e.g., causation, analogy, appeals to emotion or authority) in visual and oral texts								
d.	Compare how different media forms (e.g., television news, news magazines, documentaries, online news sources) cover the same event								
e.	Analyze and evaluate the way language choice (e.g., repetition, use of rhetorical questions) and delivery style (e.g., eye contact, nonverbal messages) affect the mood and tone of the communication and make an impact on the audience								
2. Application									
a.	Use elements of speech forms—introduction, transitions, body, and conclusion—including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources								
b.	Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)								
c.	Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes								
d.	Write and deliver informational speeches that present a clear, distinctive perspective on the subject and support the controlling idea with well-chosen and well-organized facts and details from a variety of sources								
e.	Write and deliver persuasive speeches that use logical, emotional, and ethical appeals; structured arguments; and relevant evidence from a variety of sources								
f.	Apply analytic and active listening strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing essential information, noting change-of-pace cues) in formal and informal settings								
g.	Actively participate in small-group and large-group discussions, assuming various roles								
E. Study Skills and Test Taking									
a.	Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted								
b.	Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of classwork								
c.	Use appropriate essay-test-taking and timed-writing strategies that address and analyze the question (prompt)								
d.	Demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy								