



**Ephrata High School**  
**Course Syllabus**  
**Language and Literature 10**  
**1015**



### *I. Course Description*

Language and Literature 10 provides students with extended practice in all aspects of the language arts. Units will include instruction and practice in the four modes of writing, the research process, oral presentation, and literature study. Students will read and respond to various short stories, poems, and longer works of fiction including *Lord of the Flies*, *Inherit the Wind*, and *Tuesdays with Morrie*.

### *II. Materials & Equipment*

*Lord of the Flies*  
*Inherit the Wind*  
*Tuesdays with Morrie*  
*Various Short Stories & Poems*  
*Related Films and Non-Fiction Reading Selections*  
*Media Center Resources*  
*Vocabulary Workshop Level D*

### *III. Course Goals & Objectives*

Students will be able to:

- Write complex informational pieces such as analysis, evaluations, and essays.
- Write persuasive pieces.
- Describe the influence of historical events on literature.
- Locate various texts, media, and traditional resources for assigned and independent projects before reading.
- Analyze the structure of informational materials explaining how authors use these to achieve their purposes.
- Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing.
- Identify, describe, evaluate, and synthesize the essential ideas in texts. Assess those strategies that were most effective in learning from a variety of texts.
- Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words.
- Demonstrate after reading understanding and interpretation of both fiction and non-fiction text.
- Demonstrate fluency and comprehension in reading.
- Write with sharp, distinct focus.
- Write using well-developed content appropriate for the topic.
- Write with controlled organization.
- Write with a command of the stylistic aspects of communication.
- Peer correct using a rubric.
- Revise and edit using appropriate skills.
- Read and understand works of literature.
- Analyze the relationship, uses, and effectiveness of literary elements used by one or more authors in a similar genre including characterization, setting, plot, theme, point of view, tone, and style.
- Analyze the effectiveness of the author's use of literary devices including sound techniques, figurative language, and literary structures.
- Analyze and evaluate in poetry the appropriateness of diction and figurative language.
- Analyze how a scriptwriter's use of words creates tone and mood and how choice of words advances the theme or purpose of a work.
- Read and respond to fiction and non-fiction including poetry and drama.
- Locate information using appropriate sources and strategies.
- Take notes.
- Write a thesis statement.
- Create an outline.
- Use traditional and electronic sources.
- Avoid plagiarism.
- Listen to others.

- Listen to selections of literature (fiction and/or non-fiction).
- Speak using appropriate skills to form speech situations.
- Contribute to class discussions.
- Participate in group discussions and presentations.
- Use media for learning purposes.

## IV. Course Topics

### I. Pre-Assessment

- A. Writing Sample
  1. write on assigned prompt
  2. teacher/student analyze response
  3. Big Bing/BBB essay format
  4. revise writing sample
- B. Grammar Quiz
  1. take pre-test
  2. assess and analyze results
  3. "To Do" list
- C. Literary Terms/Figurative Language
  1. objective pre-test
  2. list for notebook

### II. *Edgar Allen Poe*

- A. Biography
- B. Vocab
- C. "Black Cat"
- D. Poetry
  1. "Alone"
  2. "Annabel Lee"
- E. Writing Assignment
- F. Setting/Mood Activity

### III. *Kate Chopin*

- A. Biography
- B. Vocab
- C. "Story of an Hour"

### IV. *Biography Research Poster*

- A. Locating print sources
- B. Locating non-print sources
- C. Note taking
- D. Creating bibliographic entries
- E. Upton Sinclair – Jungle excerpts

### V. *Tuesdays with Morrie*

- A. Nightline - Ted Koppel interview with Morrie Schwartz
- B. Author biography/background
- C. Reading of assigned chapters
  1. Quizzes on Reading
  2. Class Discussion
  3. Journal Reflection
- D. Teacher Tribute Poem
- E. Class Quilt Project
- F. Final Test

### VI. *Poetry 1900's*

- A. Paul Laurence Dunbar
- B. Edwin Arlington Robinson
- C. Edgar Lee Masters
- D. Group Project – Poetry Explication
- E. Compare/Contrast
  1. "George Gray" (Edgar Lee Masters)
  2. "The Dance" (Garth Brooks)

- VII. *O. Henry***
  - A. Biography
  - B. Vocab
  - C. “The Last Leaf”
  - D. In-class essay
- VIII. *Poems of Patriotism, Peace, & Protest***
  - A. Veterans’ Day Activity
    - 1. “Flanders Fields”
    - 2. Charlie Brown episode – “What Have We Learned”
  - B. Compare/Contrast Treatment of Veterans
    - 1. “Will V-Day be Me-Day Too?”
    - 2. “My Dead Are Not Silent”
  - C. Analyzing Poetry
    - 1. Group Graphic Organizer
    - 2. Group Presentations
  - D. Writing a poem of patriotism, peace, or protest
- IX. *Inherit the Wind***
  - A. Science vs. Religion controversy
  - B. Scopes Monkey Trial
    - 1. Video (IU)
    - 2. Notes (graphic organizer)
  - C. Biography – Lee, Lawrence
  - D. Essential Terms/Vocab
  - E. Play – Read – do study guide
  - F. Proverb Notes/Activity
  - G. BBB Essay - conflict
  - H. Figurative Language
- X. *Improving Writing***
  - A. D.O.L.
  - B. Subordinate Clauses
  - C. Sentence Structure
    - 1. Simple
    - 2. Compound
    - 3. Complex
    - 4. Compound/Complex
  - D. Varying Sentence Structure
    - 1. Single Word Modifier(s)
    - 2. Prepositional Phrases
    - 3. Participial Phrases
    - 4. Subordinate Clauses
- XI. *1920’s - Depression***
  - A. Harlem Renaissance
    - 1. Concept web
    - 2. Video (IU)
    - 3. Poetry of Harlem Renaissance
  - B. Figurative Language
  - C. “Marigolds”
    - 1. Biography – Eugenia Collier
    - 2. Vocab
    - 3. Figurative Language
    - 4. Descriptive Paragraph
  - D. *Grapes of Wrath*
    - 1. Biography – John Steinbeck
    - 2. Read Ch. 5
    - 3. Movie/Study Guide
    - 4. Poetry Activity

- XII. *Eudora Welty***  
 A. Biography  
 B. Vocab  
 C. “A Visit of Charity”  
 D. Figurative Language
- XIII. *Lord of the Flies***  
 A. Survival Project  
 B. Biography – William Golding  
 C. Evacuee memoir – WWII historical perspective  
 D. Unit Essential Vocab  
 E. Individual Chapters  
     1. Vocab  
     2. Quiz  
     3. Discussion questions  
 F. Symbolism  
 G. Allegory  
 H. Simon’s Tombstone  
 I. Character Haiku  
 J. Theme B.B.B. essay  
 K. Movie (EHS)  
 L. Test
- XIV. *Persuasive Writing/Research Project***  
 A. Elements of Persuasion  
 B. Organizing a persuasive essay  
 C. Evaluating Sources  
 D. Boolean Operators  
 E. Broad, Narrow, Related Terms  
 F. Source Searching – Bibliographic Format  
     1. OPAC  
     2. Issues & Controversies  
     3. Web Sites  
 G. Note Taking  
 H. Citing Sources
- XV. *Shirley Jackson***  
 A. Biography  
 B. Vocab  
 C. “The Lottery”  
 D. Movie (EHS)
- XVI. *Dead Poets’ Society***  
 A. Movie  
 B. Study Guide  
 C. Writing Assignment  
     1. Poem  
     2. Essay
- XVII. *Year in the Life Project***  
 A. Research – Media Center  
 B. Scrapbook  
 C. Presentation

## V. *Assignments & Grading*

1. Unit quizzes and tests
2. Vocabulary assignments and quizzes
3. 4 Major pieces of writing (BBB essays)
4. Extension projects for major Units (*Tuesdays with Morrie, Lord of the Flies, Inherit the Wind*)
5. Response to a variety of texts
6. Two major teaming projects (American History and Language Arts)
  - o Biography Poster Project
  - o A Year in the Life Research Project
7. Course Pre-Assessments
8. Final Exam

