

**Grade 10 English Course Outline  
For Ms. Spurr-MacKay**

***Goals: Speaking and listening, reading and viewing, writing and representing.***

***SMART Goal:*** Students will become fluent in writing an MLA format essay. Through a variety of classroom exercises, students will complete their best version of an in class MLA format essay. Student essay marks will achieve an appropriate to a superior performance. Essays will be written for both the “To Kill a Mockingbird” unit, and “Romeo and Juliet”.

*(Each of the following units lasts about two months, except for The Process of Writing.*

*All students are required to have an English portfolio to store their best work.)*

***I. The Process of Writing:***

- notes on the process of writing
- essay on Autobiography sheet (assignment)
- creative writing assignment
- notes on paragraphs & topic sentences
- assign. on paragraphs
- quiz on the process of writing
- notes on precis
- assign. on precis
- notes on MLA format

***II. Short Stories:***

- notes on the history of the short story, characteristics, types, elements, purpose, etc.
- read “The Toll House”
- vocabulary to define and use in a sentence
- comprehension quiz
- characteristics chart
- handouts on plot
- plot diagram
- notes & assign. given re.: pt. of view, setting, atmosphere, main characters, main element, climax, themes and conflicts
- character sketch MLA format
- mark “Toll House” packet (includes all notes, assignments,

vocab. tests, etc)  
-quiz on packet

Repeat above process for “The Fatalist” & “Mr. Know All”,  
excluding the packets.

### **III. Poetry Unit:**

- overhead on poetic method
- read Unit 1 & 2 in Poetry in Focus
- narrative poems
- study poems “Housewife” and “At Seventeen”
- continue with traditional and literary ballads
- read poem “A Hillside Thaw” & “Velvet Shoes”
- choose various songs to analyze ie. “I Am A Rock”
- assignment: Students present either a narrative, trad., or literary ballad to the class & analyze it.
- study lyric poetry
- Assignment: As a “poetic unit” students must write one of each of the following: a haiku, a tanka, a cinquain, a diameante, and a limerick
- study free verse
- read “The Mate”

### **IV. Romeo & Juliet**

- students need to divide this unit into background notes, journal entries, paraphrases, questions, quizzes, plot chart and projects. (This unit will be marked after the play is read and all assign. are completed.)
- give background notes on Shakespeare, this play and the era.
- as the play is read (some days orally, some days silently) journal entries will be kept, various paraphrases will be written, and questions for each act will be completed. A quiz after each act will be given.
- wrap-up notes after the play is read will be given. ie. plot chart
- a quotation review sheet will be given
- a final project will be assigned.
- formal MLA essay
- watch video of this play
- write a critique of this play
- units will be marked. They shall contain: background notes, journal entries, 2 paraphrases (for Act 1 & 2), questions, MLA essay, plot chart, and critique of video

V. **Novel: To Kill a Mockingbird:**

- this unit includes a discussion of Rosa Parks and Martin Luther King and perhaps a film such as *Remember the Titans* or *Coach Carter*.
- the unit includes chapter notes, journal entries, tests and projects,etc.

VI. **Miscellaneous:**

*The following areas are interjected wherever there is time and need during the regular curriculum.*

1. Grammar exercises ( I choose exercises to do depending where students' are demonstrating the most difficulty.)
2. Spelling exercises ( as above)
3. Drama - ie. re-writing fairy tales and acting them out with props, & costumes.
4. Novels - Students are continually encouraged to read novels on their own for extra marks. Once a novel is read they complete an assignment on the novel and conference with me.
5. Debating Unit
6. Writing a critique on a live play.
7. Myers/Brigg Personality test
8. Creative Writing Assignments
9. Listening Unit - ie. students listen to a story that has been recorded and answer questions afterwards regarding the story.
10. Literary Circles – 1 per semester
11. Write Traits – continue to develop these
12. Journal notebooks

**Evaluation:**

Homework/Class work: 20%

Tests/Quizzes: 20%

Essays/Writing: 20%

Midterms: 10%

Exams: 30%

Total: 100%