



**Independent School District of Boise City  
English 10: Course Overview**

Students will study world literature focusing on the individual’s decision-making, relationships with others, and role in society. Students will complete persuasive writing, research, literary analysis, and reflective writing focusing on effective communications and language skills.

**Adopted Text:** Chin, Beverly, et at. *Literature: The Reader’s Choice (Course 5)*. New York: Glencoe McGraw-Hill, 2005.

**English 10: Course Scope and Sequence**

**Quarter 1: The Hero’s Journey and Archetypes**

**District Common Assignment Objective:** Students will write a persuasive personal essay. These essays are to be placed in the student’s writing portfolio.

Essential	Expected	Extended	Sample Lang. Obj.
<p><b>Literature:</b>  <b>Choose one of the following to illustrate the Hero’s Journey:</b>  <i>The Bean Trees</i>  by Kingsolver  <i>The Secret Life of Bees</i>  by Monk Kidd  <i>The Crazy Horse Electric Game</i>  By Crutcher  Arthurian Tales  McDougal Littell’s <i>The Language of Literature</i>,  Harcourt’s <i>Adventures in Appreciation</i>, Steinbeck’s  <i>The Acts of King Arthur and His Noble Knights</i>,</p>	<p><b>Literature:</b>  Short stories dealing with the modern hero, such as  “By the Waters of Babylon” (p.95)   “<i>And of Clay We Are Created</i>” (text p. 343)   “<i>Colombia’s Mortal Agony</i>” (p. 355)   From <i>Travels with Charley</i> (p. 935)  “<i>To Satch</i>” (p. 630)   From “<i>Sundiata</i>” (p. 935)</p>	<p><b>Literature:</b></p>	<p><b>Literature:</b>  Language Objectives are drawn from State English Language Development Standards, the National Council for Teachers of English, and the International Reading Association.   Picture books, video clips, and teacher summaries are appropriate. Teachers may also choose to have students relate a short story from their country or culture.</p>

<p>Tennyson's <i>Idylls of the King</i>, White's <i>The Once and Future King</i>, Malory's <i>Le Morte d'Arthur</i>.</p> <p>Selections in Glencoe's <i>Literature: Reader's Choice</i>:  From "Le Morte d' Arthur" (p. 913-933)  <i>"The Passing of Arthur"</i> from <i>Idylls of the King</i> (p. 944-959)  From <i>Monty Python and the Holy Grail</i> (p.960)  <b>"Arthur Becomes King"</b> from <i>The Once and Future King</i></p> <p><b>Concepts:</b>  <b>The Hero's Journey (ELD 3.2.4):</b></p> <ul style="list-style-type: none"> <li>• <b>Separation (ELD 3.2.4)</b></li> <li>• The Call</li> <li>• The Threshold</li> </ul> <p><b>Initiation and Transformation (ELD 3.2.4)</b></p> <ul style="list-style-type: none"> <li>• The Challenges</li> <li>• The Abyss/Belly of the Whale</li> <li>• The Transformation</li> <li>• The Revelation</li> </ul>	<p>"Where the Girl Rescued Her Brother" (p. 983)</p> <p><b>Concepts:</b>  Feudalism  Heraldry  Storytelling  <b>Arthur's birth</b>  <b>The sword in the stone</b>  <b>Legends of Excalibur</b>  <b>Merlin</b></p> <p><b>Love triangle between Lancelot, Guinevere, and Arthur</b>  <b>A knight's quest</b>  <b>Arthur's death</b></p>		<p><b>Recognize</b> and <b>list</b> plot elements that <b>match</b> the major steps of the Hero's Journey.</p> <p><b>Make connections</b> between the Hero's Journey to your personal life experience.</p> <p><b>Illustrate</b> your personal hero journey and <b>explain</b> it to the class.</p>
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<ul style="list-style-type: none"> <li>• The Atonement</li> </ul> <p><b>The Return (ELD 3.2.4)</b></p> <ul style="list-style-type: none"> <li>• Return with a gift</li> </ul> <p>See website for additional information: (<a href="http://www.yourheroicjourney.com/Reading%20Room/Curriculum/HerosJourney.htm">www.yourheroicjourney.com/Reading%20Room/Curriculum/HerosJourney.htm</a>)</p> <p><b>Archetypes (ELD 3.2.4)</b></p> <ul style="list-style-type: none"> <li>• Character</li> <li>• Situational</li> <li>• Symbolic</li> </ul> <p>Review Literary Elements</p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Character</li> <li>• Setting</li> <li>• Conflict</li> <li>• Theme</li> </ul> <p><b>(ELD 3.2.4)</b></p> <p><b>Writing:</b> <b>Introduction (ELD 4.1.1)</b> Introductory techniques: Anecdote, Rhetorical Question, Quote, Startling Fact <b>Thesis Statement</b></p>	<p><b>The Round Table Camelot</b></p> <p>Anachronism (as touched upon in White’s version of the Arthurian legend, as well as in the film <i>A Knight’s Tale</i>). Chivalric code Legend Myth Romance (see definition provided in District’s Literary Elements)</p> <p><b>Writing:</b> Personal narrative on interests and beliefs Personal narrative on person who changed or influenced the student’s life Persuasive writing – when</p>	<p><b>Writing:</b> Personal essay on the contemporary hero. Create a Camelot including a map, rules, government, etc. Write a personal essay explaining the elements</p>	<p><b>Identify</b> character archetypes in a familiar setting (the school).</p> <p><b>List</b> traits that define each character archetype.</p> <p><b>Create</b> a character, <b>describe</b> him or her to the class, and <b>determine</b> his or her archetype.</p> <p><b>Record</b> the main parts of a story on a graphic organizer (story map).</p> <p><b>Brainstorm</b> characteristics of various settings (the mall, a city, nature, school, a religious place, etc.).</p> <p><b>Chart</b> how various settings affect a story.</p> <p><b>Writing:</b> In a group, <b>discuss</b> and <b>write</b> five different introductions for a specified topic.</p> <p><b>Create</b> a thesis statement for a selected topic and <b>share</b> with the class.</p> <p>Using a paragraph that is cut into strips,</p>
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<p><b>(ELD 4.1.1)</b>  <b>Topic Sentence (ELD 4.1.1)</b>  <b>Transitions (ELD 4.1.1)</b>  <b>Concrete Detail (ELD 4.1.1)</b>  <b>Commentary (ELD 4.1.1)</b>  <b>Conclusion (ELD 4.1.1)</b>          MLA Format: 1' margins,          Double Spacing, Running          Header, Title, #12 Times          New Roman Font          First Person Point of View  <b>Assessed in common          assignments and on the          Idaho State Achievement          Test (ISAT):</b>          Review parts of speech          (including participles,          infinitives, gerunds)  <b>Review punctuation</b>          (introduce colons and semi-          colons)          Review the <b>writing process</b>          Review persuasive writing          techniques          Review <b>run-on sentences,</b>  <b>fragments,</b> comma splices,          subject/verb agreement, and          pronoun/antecedents          agreement.          Review diction and voice          Review grammar,  <b>punctuation,</b> and sentence          structure.</p>	<p>does an individual take a          stand; how does one express          his/her beliefs and opinions,          and how does one persuade          others to buy into this?          Learning logs/journals          Response writing</p>	<p>Write a fairy tale          Research legends and          myths          Research family name,          history, origin  <a href="http://www.hartserve.org/DPDC/EW/Why%20Jane%20Schaffer.doc">www.hartserve.org/DPDC/          EW/Why% 20Jane% 20Sch          affer.doc</a>   <a href="http://www.staff.fms.k12.nm.us/~jmichae1/FHS%20Writing%20Process.ppt">www.staff.fms.k12.nm.us/          ~jmichae1/FHS% 20Writin          g% Process.ppt</a>   <b>Film:</b>   <i>A Knight's Tale</i>  <i>Camelot</i>  <i>Excalibur</i> (edited)  <i>First Knight</i>          Joseph Campbell's <i>The          Power of Myth</i>  <i>Merlin</i>  <i>Shrek</i>  <i>The Mists of Avalon</i>  <i>The Sword in the Stone</i>  <i>The Lion King</i>  <i>Star Wars</i>  <i>The Natural</i>  <i>King Fu Panda</i>  <b>Any Disney/Pixar movie</b>  <i>The Secret Life of Bees</i></p>	<p><b>organize</b> the strips into a paragraph.   <b>Highlight</b> the transitions in a pre-written          paragraph.           In small groups, <b>write</b> a paragraph and  <b>highlight</b> the parts of the paragraph in          different colors.   <b>Construct</b> an outline (introduction, thesis,          topic sentences, and conclusion) for an          essay.           During peer editing, <b>create</b> an outline of          the other person's essay and choose one          paragraph to <b>identify</b> the parts of a          paragraph.</p>
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(See Grammar Glossary, p. R38)			
<b>The 1<sup>st</sup> quarter common writing assignment is a personal persuasive essay.</b>			
<b>Quarter 2: Making Moral Choices</b>			
<b>District Common Assignment Objective:</b> Students will complete a research paper or project. Student’s writing may be placed in an individual writing portfolio.			
Essential	Expected	Extended	Sample Lang. Obj.
<b>Literature:</b> <i>Antigone</i> by Sophocles (text p. 727)	<b>Literature:</b> <b>Short Stories:</b> “Two Kinds” (text p. 49) “The Monkey’s Paw” (text p. 173) “A White Heron” (text p. 173) “The Boar Hunt” (text p. 157) “The Death of Socrates” ( <i>Adventures in Appreciation</i> , p. 281)  May also select miscellaneous stories from McDougal Littell’s <i>The Language of Literature Mythology</i> by Edith Hamilton	<b>Literature:</b> <b>Novels may be read 1<sup>st</sup> or 2<sup>nd</sup> quarter.</b> <i>Running Loose</i> by Crutcher <i>Inherit the Wind</i> by Lawrence and Lee <i>The Chocolate War</i> by Cormier <i>That Was Then, This is Now</i> by Hinton <i>The Milagro Beanfield War</i> by Nichols <i>Farewell to Manzanar</i> by Houston <i>Siddhartha</i> by Hesse	<b>Literature:</b>
<b>Concepts:</b> Catharsis Chorus Choragus <b>Conflict (ELD 3.2.4)</b> Dramatic irony	<b>Concepts:</b> Classical Greek Drama Review the gods, city of Thebes in Greek literature. Review selected myths (Prometheus, Odysseus,	<b>Concepts:</b> Staging Skene The mask in Greek drama (p.747) Ode	<b>Concepts:</b> <a href="#">List</a> the decisions that are made for you in the school setting, and the decisions you make for yourself.

<p>Elements of drama  <b>Fate vs. Free will (ELD 3.2.4)</b>          Foreshadowing  <b>Hubris (ELD 3.2.4)</b>          Irony  <b>Moral law vs. Civil law (ELD 3.2.4)</b>          Oedipus as Tragic Hero          Prophecy  <b>Protagonist/Antagonist (ELD 3.2.4)</b>          Review Greek societal beliefs  <b>Tragedy (p. 871) (ELD 3.2.4)</b>  <b>Tragic flaw (ELD 3.2.4)</b>  <b>Tragic hero (ELD 3.2.4)</b>          Review literary elements</p>	<p>Icarus, etc.).          Role of women in Greek society          Civil Disobedience          Elements of Drama</p>	<p>Exodus          Parodos          Prologue          Paeon          Paradox</p>	<p>Looking at a list of sample laws, <b>chart</b> which ones are examples of moral law and which ones are examples of civil law.</p> <p><b>Draw</b> a Venn Diagram comparing moral law versus civil law.          Using given news articles, <b>categorize</b> the issues presented as examples of moral law or civil law.</p> <p><b>Create</b> a graphic representation of the tragic hero's cycle.</p> <p>Using a contemporary example, <b>identify</b> a celebrity's tragic flaw with a partner.</p>
<p><b>Essential</b></p>	<p><b>Expected</b></p>	<p><b>Extended</b></p>	<p><b>Sample Lang. Obj.</b></p>
<p><b>Writing:</b>  <b>Introduction to research (p. R64) (ELD 3.1.1, 4.2.2)</b>  <b>MLA format (ELD 3.2.1)</b>  <b>Methods and process of research (ELD 3.1.1, 4.2.2)</b>  <b>Methods to evaluate sources (ELD 3.2.3)</b>  <b>Paraphrasing (ELD 3.2.2)</b>          Integrating quotations into writing          Parenthetical citation  <b>Create an outline</b></p>	<p><b>Writing:</b>          Review correctness in grammar, syntax, word usage, and conciseness          Review complex and compound sentences          Response Writing          Learning logs/journals</p>	<p><b>Writing:</b>          Write a one act play          Write a letter from Antigone persuading Creon why Ismene should not be punished for her actions          Rewrite the ending to Antigone          Write a compare/contrast paper</p> <hr/> <p><b>Films:</b>  <i>The Ernest Green Story</i></p>	<p><b>Writing:</b>  <b>Brainstorm</b> and <b>list</b> the criteria for source credibility.</p> <p>Using a given criteria, in small groups <b>evaluate</b> a web site for credibility.</p> <p>With a partner, <b>highlight</b> the main ideas of a provided article.</p> <p><b>Restate</b> to the class the main idea of a given article in your own words.</p>

<p><b>(ELD 4.1.1)</b> Review grammar and sentence structure (see p. 990, p. R64-69)</p>		<p><i>The Long Walk Home</i> Joseph Campbell's <i>The Power of the Myth</i> <i>Rabbit Proof Fence</i> <i>The Chocolate War</i> <i>The Power of One</i> <i>Hotel Rwanda</i> <i>The Emperor's Club</i> <i>The Greeks: Crucible of Civilization</i> (Atlantic Production)</p>	<p><b>Construct</b> an outline (introduction, thesis, topic sentences, and conclusion) for a research paper.</p>
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**The 2<sup>nd</sup> quarter common writing assignment is a research project.**

**Quarter 3: Love, Loyalty, and Betrayal**

**District Common Assignment Objects:** Students will write a literary analysis. Prompts for each play by Shakespeare are available through the district. Student's writing will be placed in the individual's writing portfolio.

<b>Essential</b>	<b>Expected</b>	<b>Extended</b>	<b>Sample Lang. Obj..</b>
<p><b>Literature:</b> <i>A Midsummer Night's Dream</i> by Shakespeare OR <i>Julius Caesar</i> by Shakespeare (p. 778) OR <i>The Merchant of Venice</i> by Shakespeare OR <i>The Taming of the Shrew</i> by Shakespeare</p>	<p><b>Literature:</b> <i>A Midsummer Night's Dream</i> OR <i>Julius Caesar</i> OR <i>The Merchant of Venice</i> OR <i>The Taming of the Shrew</i> by Shakespeare OR Poetry/Sonnet Unit – Selections from <i>Unit 3 – Poetry</i> (p. 576) OR Selections from <i>Unit 6 – Humor</i></p>	<p><b>Literature:</b> “The False Gems” (p. 289) “The Ring of General Macias” (p. 879) “Chee’s Daughter” (p. 23) “The Ring” (p. 225)</p>	<p><b>Literature:</b> <b>Draw</b> the major events in the story.  Choose one allusion and <b>investigate</b> its meaning and how it contributes to the story.  <b>Draw</b> relationship maps of the major characters.</p>

<p><b>Concepts:</b>  “Understanding Shakespeare and Elizabethan Drama” (p.772)  Allusions (ELD 3.2.4)  Archetype  Aside (p.818)  Blank verse (p. 798)  Comedy, Tragedy, History  Connotation/denotation (ELD 3.2.4)  Foreshadowing (p. 857) (ELD 3.2.4)</p>	<p><b>Concepts:</b>  Sonnets  Review <i>Romeo and Juliet</i>  Review background information with regards to the names of the characters in the plays  Look at types of love (romantic, object, family, friend, country, etc.)  Review staging  Review Elizabethan Drama  Identify and analyze mood and tone</p> <p><i>Literature Focus: Humor</i> (p. 1000) – introduce and/or review concepts: hyperbole, understatement, irony, satire, pun, parody, sarcasm.</p> <p><b>Writing:</b>  Practice literary analysis</p>	<p><b>Concepts:</b>  Greek words for love (Agape, Eros, philia, Storge)  Play within a play</p> <p><b>Writing:</b></p>	
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<p>Iambic pentameter/ Meter Inference Malapropism Monologue Oxymoron Prologue Pun Rhyming couplet Soliloquy (p. 818) Review literary elements Onomatopoeia Hyperbole</p> <p><b>Writing: (ELD 4.1.1)</b> Review writing from a prompt Review parenthetical citation/in text citation Review writing on a thesis Review organizational methods Review writing a literary analysis</p>	<p>using a variety of prompts Rewrite a section from the play into contemporary language Write a sonnet or poem</p>	<p>Write a play Rewrite an act from a play in contemporary language Stage and perform scenes from a play Write a compare and contrast paper using a variety of prompts Write a cause and effect paper using a variety of prompts Write an essay on the concept of love and/or relationships in our society</p> <p><b>Films:</b></p> <hr/> <p>Multiple versions of <i>A Midsummer Night's Dream</i>, <i>The Merchant of Venice</i>, <i>The Taming of the shrew</i>, <i>Julius Caesar</i> <i>Ten Things I Hate About You</i> <i>Dead Poet's Society</i> <i>Much Ado About Nothing</i> <i>Kiss Me Kate</i> A &amp; E biography on Shakespeare</p>	
<p><b>The 3<sup>rd</sup> quarter common writing assignment is a literary analysis essay.</b></p>			

**Quarter 4: The Novel**

**District Common Assignment Objective:** Students will write either a reflective essay (p. R108) or literary analysis of a novel. (pp. 136-140)

<b>Essential</b>	<b>Expected</b>	<b>Extended</b>	<b>Sample Lang. Obj.</b>
<p><b>Literature:</b> Choose one of the following novels: <i>A Separate Peace</i> by Knowles <i>Alas Babylon</i> by Frank <i>Bless the Beasts and the Children</i> by Swarthout <i>Bless Me, Ultima</i> by Anaya <i>Ender's Game</i> by Card <i>Lord of the Flies</i> by Golding <i>The Pearl</i> by Steinbeck <i>Their Eyes Were Watching God</i> by Neale-Hurston</p>	<p><b>Literature:</b> Short stories Selected shorts stories to support novel selection</p>		

<p><b>Concepts: (ELD 3.2.4)</b>  Allegory  Archetype  Dramatic irony  Ethics  Good vs. Evil  Humanity/Morality  Leadership  Imagery  Irony  Motif</p> <p>Point of View: 1<sup>st</sup> Person, 3<sup>rd</sup> Person Limited, 3<sup>rd</sup> Person</p> <p>Omniscient  Ritual  Setting  Stereotype  Symbolism  Taboo  Theme</p> <p>Review Literary Elements</p> <p><b>Writing: (ELD 4.1.1)</b>  Review writing process  Review writing a literary analysis using a variety of prompts  Write a reflective piece connecting your novel to contemporary issues  <b>(ELD 4.1.1)</b></p>	<p><b>Concepts:</b>  Narrative techniques  Group/Cultural dynamics  Behavior and expectations  Civilization vs. savagery  Flashback  Government  Scapegoat</p> <p><b>Writing:</b>  Response writing  Learning logs/journals  In-class writing prompts</p>	<p><b>Concepts:</b>  Deus ex machina (<i>Latin for “god from machine,” refers to the practice in Greek drama of lowering the gods from the heavens by crane or other mechanical device when the play required the presence of the gods on the stage. The term has come to mean an unlikely plot contrivance used as a solution to a narrative, a resolution that occurs as if the author had called upon the gods to come to the assistance of the characters.</i>  Existentialism  Freud: Id, Ego, Superego  Maslow’s hierarchy of needs</p> <p><b>Writing:</b>  Creative writing</p> <p><b>Films:</b>  Any film associated with novel</p>	<p><i>The True Story of the Three Little Pigs</i> by John Scieszka is a children’s picture book that presents the wolf’s perspective.</p> <p>Using children’s stories, <b>identify</b> the allegory in each.</p> <p>In a small group, <b>create</b> a list of “Teenage Ethics.”</p> <p><b>Compare</b> the taboos of various cultures.</p> <p>Using various short stories, <b>categorize</b> each by the point of view.</p> <p><b>Illustrate</b> a stereotypical modern-day teenage population.</p> <p><b>Develop</b> a list of five important personal events from the school year.</p> <p><b>Explain</b> the importance of those events to you personal development.</p>
<p>The 4<sup>th</sup> quarter common writing assignment is a reflective essay or a literary analysis.</p>			