English 10B Testing Out

The curriculum for English 10B is based on the new national Common Core Standards for English Language Arts. A copy of these standards begins on page 34 of the pdf link below. These are the skills that you should be able to demonstrate at the various grade levels and on which the exams are based.

I Common Core Standards English Language Arts <http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf>

II Vocabulary – Please see the attached vocabulary list. These words cross the curriculum and knowledge of them will assist you in reading comprehension in many subject areas. You should be able to define the words from units 8-15 and use them correctly in meaningful sentences.

III Usage - The following usage topics are on the final exam: Standard vs. Nonstandard English, Formal vs. Informal English, Subject/Verb Agreement, Pronoun/Antecedent Agreement, Pronoun Usage in the various cases including who vs. whom, Irregular Past Participles of Verbs, Active vs. Passive Sentences, Tricky Verbs such as lay vs. lie, sit vs. set, and raise vs. rise, Modifiers (Adjectives/Adverbs) in degrees of comparison (positive, comparative, superlative), good vs. well, Dangling and Misplaced Modifiers, Correct Usage of Commas, Semi-colons and Colons, Homophones such as affect vs. effect. Any grammar book should address these topics. Multiple resources may be found on-line as well. One of thousands of websites you might refer to include the following from the University of Ottawa: <http://www.arts.uottawa.ca/writcent/hypergrammar/>

IV Sentence Variety – Please see the attached “Tools for Sentence Variety.” You should be able to identify and write your own unique examples of all of these phrases and clauses. Though some students may use many of these tools automatically without knowing what they are called, many more only write simplistic, elementary sentences. Practicing the use of these tools will increase sentence variety, which will increase the sophistication of an individual’s writing. Also, recognition of these phrases will help when learning rules of proper punctuation, such as the proper use of commas. More information is located in the English 10 literature anthology entitled *The Language of Literature* on pages 1195-1196.

V Rhetorical Techniques – You should be able to recognize and also be able to create your own examples of ethos, pathos, and logos, as well as parallelism and several of the techniques in the links that follow.

 Power Point on Ethos, Pathos & Logos (I use only the first seven slides) <http://www.slideshare.net/jfergus2/rhetoric-is-ppt-presentation>

 Power Point on Civil Disobedience with embedded YouTube link as background for Martin Luther King, Jr.’s “Letter from Birmingham Jail.” <http://www.slideshare.net/jjconroy/civil-disobedience>

 Color-coded “Letter from a Birmingham Jail” – analyzes and highlights ethos, pathos, and logos throughout the letter using different colors [http://faculty.deanza.fhda.edu/schultzmary/stories/storyReader$884](http://faculty.deanza.fhda.edu/schultzmary/stories/storyReader%24884)

 33 Rhetorical Techniques, including parallelism with further links to historical speeches with these rhetorical techniques labeled <http://www.speaklikeapro.co.uk/Rhetorical_techniques.htm>

VI Persuasive Writing – You should be able to write a persuasive essay that includes an introduction with a hook, introductory information and a strong thesis; a body that contains multiple arguments supporting that thesis with ample support, as well as thorough recognition of important counter arguments/opposing viewpoints and any concessions to those; a strong sense of organization using transitions to guide the reader; sentence variety using various phrases and clauses, as well as parallelism and other rhetorical techniques; and a powerful conclusion.

For one source to prepare you for the writing portion, please see the Writing Handbook on pages 1144 through 1170 of *The Language of Literature* anthology.

Another source to prepare you for the writing part includes sample prompts and essays. <http://www.misd.net/languageart/GrammarInAction/501WritingPrompts.pdf>

Here is another source on writing persuasive essays.

<http://www.cambridge.org/other_files/downloads/esl/waw/089-110_WritersAtWork_CH04.pdf>

VII Julius Caesar - Please refer to the English 10 literature anthology entitled *The Language of Literature*. You should read from page 682 through page 802, taking note of the literary terms throughout, while also gaining an understanding of the plot and themes. You should be able to answer questions and write in-depth responses to questions about the play. Literary terms may also be studied in the “Glossary of Literary Terms” on pages 1124 through 1143. You will be expected to demonstrate an understanding of these terms in reference to this play, as well as the memoir and novel that follow.

VIII A Child Called It – Read and be prepared to answer short and in-depth questions about it.

IX Informational reading – Students will be reading various informational pieces on various topics. These informational pieces will include various types of graphs and charts similar to those found in textbooks for social studies and science. You should be able to interpret these types of graphs and charts in addition to the text itself. Students taking the class will also write a research paper that is not based on literature but on informational reading. You should know how to cite sources properly.