

Tuckahoe Union Free School District

English 10 Regents: The Global Perspective

Literature Guideline

2012-2013

*A minimum of 5 works will be taught during the school year

Novels

- *The Kite Runner* – Khaled Hosseini
- *The Color of Water* – James McBride
- *To Kill a Mockingbird* – Harper Lee
- *The Alchemist* – Paulo Coelho
- *The Curious Incident of the Dog in the Night-time* – Mark Haddon
- *Animal Farm* – George Orwell
- *Flowers for Algernon* – Daniel Keyes

Plays

- *Twelve Angry Men* – Reginald Rose
- *Macbeth* – William Shakespeare

*A minimum of 5 short stories will be taught during the school year

Short Stories

- *A Jury of her Peers* – Susan Glaspell
- *Lamb to the Slaughter* – Roald Dahl
- *The Masque of the Red Death* – Edgar Allan Poe
- *The Birds* – Daphne du Maurier
- *Eveline* – James Joyce
- Excerpt from *Kafir Boy* – Mark Mathabane
- *Damon and Pythias* – retold by William F. Russell
- *Luck* – Mark Twain
- *Two Kinds* - Amy Tan
- *The Macbeth Murder Mystery* – James Thurber
- *The Enchanted Garden*- Italo Calvini
- *The Rebellion of the Magical Garden* – Ariel Dorfman
- *The Necklace* – Guy de Maupassant
- *The Monkey's Paw* – W.W. Jacobs
- *Pygmalion and Galatea* – Edith Hamilton

*A minimum of 5 poems will be taught during the school year

Poetry

- *Theme for English B* – Langston Hughes
- *We Real Cool* – Gwendolyn Brooks
- *Ex-Basketball Player* – John Updike
- *Nikki Rosa* – Nikki Giovanni
- *Do Not Go Gentle in That Good Night* – Dylan Thomas
- *Crow Song* – Margaret Atwood
- *Daffodils (I Wandered Lonely as a Cloud 1804)* – William Wordsworth
- *After Great Pain, A Formal Feeling Comes* – Emily Dickinson
- *The Stalin Epigram* – Osip Mandelstam
- *Barbie Doll* – Marge Piercy
- *A Work of Artifice* – Marge Piercy
- *Telephone Conversation* - Wole Soyinka
- *I took my Power in my Hand* - Emily Dickinson
- *I, Too, Sing America* – Langston Hughes
- *Life by the Drop* – Steve Ray Vaughn
- *You Fit Into Me* – Margaret Atwood
- *Wind Cries Mary (lyrics)* – Jimi Hendrix
- *The Tropics in New York* – Claude McKay
- *Hotel California (lyrics)* – The Eagles
- *The Stranger (lyrics)* – Billy Joel
- *There Are Men Too Gentle to Live Among Wolves* – James Kavanaugh
- *Wake Up (lyrics)* – Alanis Morissette
- *Blasphemy* – Leroy V. Quintana
- *Tell all the Truth but tell it Slant* – Emily Dickinson

*A minimum of 5 poems will be taught during the school year

Non-Fiction

- *This Ain't Kiddy Court* – Judge Judith Sheindlin
- *Don't Misread my Signals*- Judith Ortiz Cofer
- *An Occurrence in Scottsboro Alabama* – Haywood Patterson
- *Excerpt from Mein Kampf* – Adolph Hitler
- *The Myth of Echo and Narcissus*- Edith Hamilton
- *Morphine: A Southern Lady's Drug* – David T. Courtwright
- *Cotton Picking and "the Bear"* – Morris Dees
- *Why I Joined the Klan* – Studs Terkel
- Excerpt from *My Left Foot* – Christy Brown
- *The Rise and Fall of the Soviet Union* – Michael Kort
- Non-fiction related works from newspapers, magazines, journals, and personal essays that correlate to the core novel

Films

*Some will be full features and some will be excerpts

- Lord of the Flies
- Twelve Angry Men
- Macbeth
- Frankenstein
- The Kite Runner

Writing

- **Mastery of Middle School Specific Skills Expected**
- Persuasive
- Expository
- Narrative
- Descriptive
- Creative
- Research
- Journals
- Poetry
- Critical Lens
- Listening Response
- Editorial letters
- Criticism

The following Writing Skills will be instructed when necessary based on student need as is reflected in student writing and as is required by the Common Core Standards. These writing/grammatical skills also provide solid preparation for the Writing Section of the SAT and the English Regents:

- Parallel Structure
- Subject Verb Agreement
- Making Logical Comparisons
- Idioms
- Correct Modifier Placement/ Avoiding Ambiguity
- Active Voice
- Redundancy
- Pronoun Ambiguity
- Pronoun Agreement
- Commas and Semicolons
- Correct Use of Conjunctions
- Modifiers
- Past/Present Perfect
- “Awkard-ing” Constructions
- Excess “Nounification”
- Collective Nouns

Vocabulary

As per the Common Core Standards, all vocabulary is instructed in context; students will be asked to deduce the meanings of words through the usage of context clues. Definitions that cannot be acquired in this manner will be provided prior to the reading of a selection, and will also be reviewed during the reading. Any books/software programs are utilized to reinforce, not replace the vocabulary instruction that students have already received in context. Words chosen for study are taken from the following sources:

- Fictional and non-fictional works
- Sadlier-Oxford Vocabulary, Level E supplemental
- Castle Learning Vocabulary in Context Activities

