**COURSE DESCRIPTION**

**Course Title:** English 10 CP

**Course Number:** 00012

**Course Prerequisites:** Successful Completion of English 9 Course

**Course Description:** This course is intended for college bound students and is designed to prepare students for post-secondary education and continues to build upon skills acquired in College Preparatory English 9. This course provides instruction in the reading of fiction and nonfiction texts with a focus on genres, universal themes, character development, and literary devices to give each student a foundation for critical reading in future academic courses. Students will write effectively and with a purpose appropriate to their audience, while incorporating the essential types of writing-constructed responses, informative, argumentative, and critical analysis. Composition skills will be further expanded with students reading and responding to a wide variety of texts. Students will establish a proficiency of language conventions and mechanics. With a focus on post-secondary education readiness, the class will aid students in developing a command of general, academic, and domain-specific vocabulary. Through various discussions and a required formal speech, students will be proficient public speakers. Using the Pennsylvania Common Core Standards and Keystone Eligible Content as guides, the course will prepare students for state standardized assessments.

**Suggested Grade Level**: Grade 10

**Length of Course:** Two Semesters

**Units of Credit:** 1

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG 42 English (7-12) or CSPG 36 Communications (7-12)

To find the CSPG information, go to [CSPG](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**Certification verified by the WCSD Human Resources Department:** [x] Yes [ ] No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

[x] F – Final Average [x] MP – Marking Period [x] EXM – Final Exam

**GPA Type**: [ ]  GPAEL-GPA Elementary [ ]  GPAML-GPA for Middle Level [x]  NHS-National Honor Society

[x]  UGPA-Non-Weighted Grade Point Average [x]  GPA-Weighted Grade Point Average

**State Course Code**: 01002

To find the State Course Code, go to [State Course Code](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:**  Into Literature (Grade 10)

**Publisher:** Houghton Mifflin Harcourt

**ISBN #:**  978-10328-47481-0 / Online license 9781328607003

**Copyright Date:** 2020

**WCSD Board Approval Date:** 6/29/2020

**Supplemental Materials:** *A Midsummer Night’s Dream*

 *Much Ado About Nothing*

 *Cyrano de Bergerac*

 *Julius Caesar*

 *12 Angry Men*

 *The Green Mile*

 *All Quiet on the Western Front*

 *The Catcher in the Rye*

 *A Separate Peace*

 *Animal Farm*

 *Life of Pi*

 *Friday Night Lights*

 *Only What We Could Carry*

*Upfront* Magazine

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 5/23/2022

**Date Approved:**  6/13/2022

**Implementation Year:** 2022-2023

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

**SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS**

**Marking Period 1**

**Fiction:** Drama: *Midsummer Night’s Dream, Much Ado About Nothing, Cyrano de Bergerac* ***or***

 *Julius Caesar*

 Short Stories and/or Poetry from Literature Textbook or additional sources

 Optional-- Additional Drama: *12 Angry Men*

**Nonfiction:** Argumentative Articles and *Upfront* Magazine

**Writing:** Argumentative Essay

 Constructed Responses

**Speaking/Listening:** Discussions

**Marking Period 2**

**Fiction:** Novels: *The Green Mile* **and** *All Quiet on the Western Front*

 Short Stories and/or Poetry from Literature Textbook or additional sources

**Nonfiction:** Articles and *Upfront Magazine*

**Writing:** Critical Analysis (Informative/Explanatory)

 Constructed Responses

**Speaking/Listening:** Discussions

**Marking Period 3**

**Fiction:** Novel: *Catcher in the Rye* or *A Separate Peace*

Poetry: Literature Textbook or Additional Resources

**Nonfiction:** Memoir: *Night*

Articles and *Upfront* Magazine

 Additional (Optional—not to be substituted for *Night*)-*Friday Night Lights*

**Writing:** Informative/Explanatory—Problem-Solution

 Argumentative Incorporate research in writing

 Constructed Responses

**Speaking/Listening:** Discussion

**Marking Period 4**

**Fiction:** Novel: *Animal Farm* or *Life of Pi*

 Excerpts from *Only What We Could Carry*

 Stories/Poems from Literature Textbook or additional sources

**Nonfiction:**Excerpts from *Only What We Could Carry*

 Articles and *Upfront* Magazine

**Writing:** Informative/Explanatory—Compare and Contrast

 Constructed Responses

**Speaking/Listening:** Informative Speech (Incorporate research) Discussions

**Standards/Eligible Content and Skills**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Marking Period Taught**  |
| --- | --- | --- |
| Read and comprehend literary fiction on grade level, reading independently and proficiently.  | **CC.1.3.9-10.K** | MP1 |
| Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.  | **LF.1.2.3** | MP1 |
| Draw conclusions about connotations of words. | **LF.1.2.4** | MP1 |
| Identify and/or explain stated or implied main ideas and relevant supporting details from a text.  | **LF.1.3.1** | MP1 |
| Summarize the key details and events of a fictional text, in part or as a whole.  | **LF.1.3.2** | MP1 |
| Cite evidence from a text to support generalizations.  | **LF.2.1.2** | MP1 |
| Explain, interpret, compare, describe, analyze, and/or evaluate plot (exposition, conflict, rising action, climax, falling action, and/or resolution) in a variety of fiction focusing on the relationship between elements of the plot and other components of a text.  | **LF.2.3.3** | MP1 |
| Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.  | **LF.2.5.3** | MP1 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.  | **CC.1.2.9-10.L** | MP1 |
| Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.  | **LN.1.2.3** | MP1 |
| Draw conclusions about connotations of words.  | **LN.1.2.4** | MP1 |
| Identify and/or explain stated or implied main ideas and relevant supporting details from a text.  | **LN. 1.3.1** | MP1 |
| Summarize the key details and events of a nonfictional text. | **LN.1.3.2** | MP1 |
| Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.  | **LN. 1.3.3** | MP1 |
| Cite evidence from a text to support generalizations.  | **LN.2.1.2** | MP1 |
| Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.  | **CC.1.4.9-10.S** | MP1 |
| Informative/Explanatory Writing:Demonstrate an understanding of the purpose with relevant information, content, and details. | **CIE. 1.1.2** | MP1 |
| Write arguments to support claims in an analysis of substantive topics.  | **CC.1.4.9-10.G** | MP1 |
| Argumentative Writing:Organize the argument using effective strategies to develop a strong, well‐supported position.  | **CA.1.1.3** | MP1 |
| Write with control of grammar, mechanics, spelling, usage, and sentence formation.  | **CA.1.1.5** | MP1 |
| Revise to delete irrelevant details.  | **CA.2.1.4** | MP1 |
| Use the correct form of commonly confused words; use logical transitions.  | **CA.2.1.5** | MP1 |
| Combine sentences for cohesiveness and unity.  | **CA.2.1.6** | MP1 |
| Punctuate correctly with a focus on semicolons and quotation marks.  | **CA.3.1.3** | MP1 |
| Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  | **CC.1.5.9-10.A** | MP1 |
| Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  | **CC.1.5.-10.B** | MP1 |
| Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  | **CC.1.5.9-10.C** | MP1 |
| Adapt speech to a variety of contexts and tasks.  | **CC.1.5.9-10.E** | MP1 |
| Read and comprehend literary fiction on grade level, reading independently and proficiently.  | **CC.1.3.9-10.K** | MP2 |
| Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.  | **LF.1.1.2** | MP2 |
| Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.  | **LF.1.1.3** | MP2 |
| Identify and/or apply a synonym or antonym of a word used in a text.  | **LF.1.2.1** | MP2 |
| Cite evidence from a text to support generalizations.  | **LF.2.1.2** | MP2 |
| Explain, interpret, compare, describe, analyze, and/or evaluate character/narrator/speaker noting the development of complex characters and their roles and functions within a text.   | **LF.2.3.1** | MP2 |
| Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between setting and other components of a text (character, plot, and other key literary elements) in a variety of fiction. | **LF.2.3.2** | MP2 |
| Explain, interpret, compare, describe, analyze, and/or evaluate how the author structures plot to advance the action in a variety of fiction:  | **LF.2.3.3** | MP2 |
| Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction * comparing and contrasting how major themes are developed across genres
* the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
* the way in which a work of literature is related to the themes and issues of its historical period
 | **LF.2.3.4** | MP2 |
| Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: * the relationship between the tone, style, and/or mood and other components of a text
* how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
* how diction, syntax, figurative language, sentence variety, etc., determine the author’s style
 | **LF.2.3.5** | MP2 |
| Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:  the impact of point of view on the meaning of a text as a whole  | **LF.2.3.6** | MP2 |
| Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance. | **LF.2.4.1** | MP2 |
| Identify, explain, interpret, describe, and/or analyze the effects of dialect, allusion, and irony in a text. | **LF.2.5.1** | MP2 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.  | **CC.1.2.9-10.L** | MP2 |
| Identify and/or apply a synonym or antonym of a word used in a text.  | **LN.1.2.1** | MP2 |
| Cite evidence from a text to support generalizations.  | **LN.2.1.2** | MP2 |
| Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.  | **LN.2.2.3** | MP2 |
| Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:  * the relationship between the theme and other components of a text
* comparing and contrasting how major themes are developed across genres
* the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
* the way in which a work of literature is related to the themes and issues of its historical period
 | **LN.2.3.4** | MP2 |
| Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:* the relationship between the tone, style, and/or mood and other components of a text
* how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
* how diction, syntax, figurative language, sentence variety, etc., determine the author’s style
 | **LN.2.3.5** | MP2 |
| Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. | **CC.1.4.9-10.A** | MP2 |
| Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. | **CC.1.4.9-10.S** | MP2 |
| Informative/Explanatory Writing:Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone. | **CIE.1.1.4** | MP2 |
| Write with control of grammar, mechanics, spelling, usage, and sentence formation. | **CIE.1.1.5** | MP2 |
| Combine sentences for cohesiveness and unity. | **CIE.2.1.6** | MP2 |
| Punctuate correctly focusing on semicolons and quotation marks. | **CIE.3.1.3** | MP2 |
| Demonstrate correct grammar and usage focusing on modifiers and transitions. | **CIE.3.1.4** | MP2 |
| Demonstrate correct sentence formation. | **CIE.3.1.5** | MP2 |
| Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | **CC.1.5.9-10.A** | MP2 |
| Adapt speech to a variety of contexts and tasks. | **CC.1.5.9-10.E** | MP2 |
| Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | **CC.1.3.9-10.A** | MP3 |
| Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. | **CC.1.3.9-10.B** | MP3 |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. | **CC.1.3.9-10.I** | MP3 |
| Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | **CC.1.3.9-10.J** | MP3 |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | **CC.1.3.9-10.K** | MP3 |
| Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. | **LF.2.2.3** | MP3 |
| Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance. | **LF.2.4.1** | MP3 |
| Identify, explain, interpret, describe, and/or analyze the effects of symbolism | **LF.2.5.1** | MP3 |
| Identify, explain and analyze the structure of poems and sound devices. | **LF.2.5.2** | MP3 |
| Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | **CC.1.2.9-10.A** | MP3 |
| Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. | **CC.1.2.9-10.B** | MP3 |
| Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | **CC.1.2.9-10.J** | MP3 |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. | **CC.1.2.9-10.K** | MP3 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | **CC.1.2.9-10.L** | MP3 |
| Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept. | **LN.1.1.3** | MP3 |
| Explain how an author’s use of key words or phrases in text informs and influences the reader. | **LN.1.1.4** | MP3 |
| Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point or construct an argument in nonfictional text. | **LN.2.5.6** | MP3 |
| Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. | **CC.1.4.9-10.A** | MP3 |
| Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. | **CC.1.4.9-10.S** | MP3 |
| Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | **CC.1.4.9-10.V** | MP3 |
| Informative/Explanatory Writing:Use appropriate organizational strategies for informational and explanatory writing (problem/solution). | **CIE.1.1.3** | MP3 |
| Revise to eliminate wordiness and redundancy. | **CIE.2.1.3** | MP3 |
| Revise sentences for clarity. | **CIE.2.1.7** | MP3 |
| Demonstrate correct grammar and usage focusing on pronoun form and agreement. | **CIE.3.1.4** | MP3 |
| Argumentative Writing:Maintain an effective and consistent tone through precise control of claim(s) and counterclaims; provide a concluding statement or language and a variety of sentence structures. | **CA.1.1.4** | MP3 |
| Revise to eliminate wordiness and redundancy. | **CA.2.1.3** | MP3 |
| Revise sentences for clarity. | **CA.2.1.7** | MP3 |
| Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | **CC.1.5.9-10.A** | MP3 |
| Adapt speech to a variety of contexts and tasks. | **CC.1.5.9-10.E** | MP3 |
| Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | **CC.1.3.9-10.A** | MP4 |
| Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. | **CC.1.3.9-10.B** | MP4 |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. | **CC.1.3.9-10.I** | MP4 |
| Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | **CC.1.3.9-10.J** | MP4 |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | **CC.1.3.9-10.K** | MP4 |
| Identify the meaning of a word with an affix from a text. | **LF.1.2.2** | MP4 |
| Identify, explain, interpret, describe, and/or analyze the effects of satire and allegory. | **LF.2.5.1** | MP4 |
| Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | **CC.1.2.9-10.A** | MP4 |
| Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. | **CC.1.2.9-10.B** | MP4 |
| Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. | **CC.1.2.9-10.I** | MP4 |
| Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | **CC.1.2.9-10.J** | MP4 |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. | **CC.1.2.9-10.K** | MP4 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | **CC1.2.9-10.L** | MP4 |
| Identify the meaning of a word with an affix from a text. | **LN.1.2.2** | MP4 |
| Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text. | **LN.2.5.4** | MP4 |
| Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text. | **LN.2.5.5** | MP4 |
| Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. | **CC.1.4.9-10.A** | MP4 |
| Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. | **CC.1.4.9-10.S** | MP4 |
| Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. | **CC.1.4.9-10.U** | MP4 |
| Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. | **CC.1.4.9-10.W** | MP4 |
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **CC.1.4.9-10.X** | MP4 |
| Informative/Explanatory Writing:Use appropriate organizational strategies for informational and explanatory writing (compare/contrast). | **CIE.1.1.3** | MP4 |
| Revise to delete irrelevant details. | **CIE.2.1.4** | MP4 |
| Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. | **CC.1.5.9-10.D** | MP4 |
| Adapt speech to a variety of contexts and tasks. | **CC.1.5.9-10.E** | MP4 |
| Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. | **CC.1.5.9-10.F** | MP4 |
| Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content. | **CC.1.5.9-10.G** | MP4 |

**ASSESSMENTS**

**PDE Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include but are not limited to:**

 Pre-Assessments of Prior Knowledge

 Bell ringers/Problem of the Day

 Discussions

 Teacher Observation/Questioning

 Graphic Organizers

 Summarizing

 Notetaking

 Oral Presentations

 Outlining

 Journaling

 Student Presentations/Projects

 Constructed Responses

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include but are not limited to:**

 Essays

 Constructed Responses

 Projects

 Quizzes/Tests

 Student Presentations

 Portfolios

 District Marking Period Assessments

 District Final Exam