**COURSE DESCRIPTION**

**Course Title:** English 10 Honors

**Course Number:** 00013

**Course Prerequisites:** Successful completion of English 9 Honors or English 9 college preparatory course **and** teacher recommendation

**Course Description:** This course is the second of a four-year program ending with Advanced Placement English Literature and Composition in grade 12 or a dual enrollment program. Based on world literature, the course takes a thematic approach to literature and will examine the philosophy and history of the times. Students choosing this course should be prepared to do extensive reading and writing. This course provides instruction in the analysis of literature 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—analytical, reflective, informative, and argumentative. Composition skills will be further expanded with students reading and responding to a wide variety of texts. Students will establish a mastery of language conventions and mechanics. 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 the state standardized assessments. District marking period assessments are required.

**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:** Yes No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Honors & Dual Enrollment (1) GPA +5%

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

F – Final Average MP – Marking Period EXM – Final Exam

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

UGPA-Non-Weighted Grade Point Average  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:** *All Quiet on the Western Front Suite Francaise*

*A Separate Peace Madame Bovary*

*Lord of the Flies Night*

*Silas Marner Cry the Beloved Country*

*A Tale of Two Cities Animal Farm*

*An Enemy of the People The Death of Ivan Ilyich*

*Cyrano de Bergerac The Picture of Dorian Gray*

*The Tempest Perrine’s Sound and Sense*

*The Merchant of Venice The Iliad* (excerpts)

*Julius Caesar Dante’s Inferno*(excerpts)

*The Miser Only What We Could Carry*

**Curriculum Document**

**WCSD Board Approval:**

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

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

**Date(s) Revised:** 6/12/2023

**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**

**Summer Reading**

**Novels—minimum of 2**: *All Quiet on the Western Front, A Separate Peace, Lord of the Flies* or

*Silas Marner* project/essay due the first day of school

**Marking Period 1**

**Fiction:** Novels:

Summer Reading (tests and discussion)

*A Tale of Two Cities*

One book not previously assigned from Summer Reading

**Nonfiction:** Related Articles

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

Constructed Responses

**Speaking/Listening:** Discussions/Socratic Seminars

**Marking Period 2**

**Fiction:** Drama:

Choose 2—*An Enemy of the People, Cyrano de Bergerac, The Tempest, The Merchant of*

*Venice, Julius Caesar* or *The Miser*

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

Related Articles

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

Argumentative Essay

Constructed Responses

Incorporate research in writing

**Speaking/Listening:** Discussions/Socratic Seminars

**Marking Period 3**

**Fiction:** Drama:

Choose 1-- *An Enemy of the People, Cyrano de Bergerac, The Tempest, The Merchant of*

*Venice, Julius Caesar,* or *The Miser*

Poetry: *The Iliad*(excerpts), *Dante’s Inferno* (excerpts) **and** choices from *Perrine’s Sound and*

*Sense*

Novels:

Optional—*Madame Bovary, Cry the Beloved Country, Suite Francaise* **or**

Final Summer Selection

**Nonfiction:** US Documents with historical or literary significance

Related Articles

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

Constructed Responses

**Speaking/Listening:** Discussions/Socratic Seminars

**Marking Period 4**

**Fiction:** Novels: *Animal Farm* or *The Death of Ivan Ilyich***and** *The Picture of Dorian Gray*

Drama:

*Choose 1-- An Enemy of the People, Cyrano de Bergerac, The Tempest, The Merchant of*

*Venice, Julius Caesar* or *The Miser*

**Nonfiction:** Articles for Argumentative Critical Analysis

Excerpts from *Only What We Could Carry*

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

Critical Analysis (Argumentative)

Constructed Responses

**Speaking/Listening:** FormalInformative Speech

Socratic Seminars --incorporate research

**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 |
| Explain, describe, and/or analyze examples of a text that support the author’s intended purpose. | **LF.1.1.2** | MP1 |
| Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept. | **LF.1.1.3** | MP1 |
| Identify and/or apply a synonym or antonym of a word used in a text. | **LF.1.2.1** | MP1 |
| Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. | **LF.1.2.3** | 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 the development of complex characters and their roles and functions within a text in a variety of fiction. | **LF.2.3.1** | MP1 |
| 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** | MP1 |
| Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between elements of the plot and other components of a text and how the author structures plot to advance the action. | **LF.2.3.3** | MP1 |
| 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** | MP1 |
| Explain, interpret, compare, describe, analyze, and/or evaluate the impact of point of view on the meaning of a text as a whole in a variety of fiction. | **LF.2.3.6** | MP1 |
| Identify, explain, interpret, describe, and/or analyze the effects of satire, allegory, symbolism, dialect, allusion, and irony in a text. | **LF.2.5.1** | MP1 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | **CC.1.2.9-10.L** | MP1 |
| Identify and/or apply a synonym or antonym of a word used in a text. | **LN.1.2.1** | MP1 |
| Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. | **LN.1.2.3** | 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 |
| Punctuate correctly focusing on semicolons and quotation marks. | **CIE.3.1.3** | MP1 |
| Demonstrate correct grammar and usage focusing on pronoun form and agreement, modifiers and transitions. | **CIE.3.1.4** | MP1 |
| Demonstrate correct sentence formation. | **CIE.3.1.5** | 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.1.5.9-10.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. | **CC1.5.9-10.E** | MP1 |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | **CC.1.3.9-10.K** | MP2 |
| Identify the meaning of a word with an affix from a text. | **LF.1.2.2** | MP2 |
| Cite evidence from a text to support generalizations. | **LF.2.1.2** | MP2 |
| Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. | **LF.2.2.3** | MP2 |
| Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance. | **LF.2.4.1** | MP2 |
| Identify and analyze how stage directions, monologue, dialogue, soliloquy and dialect support dramatic script. | **LF.2.5.3** | MP2 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | **CC.1.2.9-10.L** | MP2 |
| Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept. | **LN.1.1.3** | MP2 |
| Explain how an author’s use of key words or phrases in text informs and influences the reader. | **LN.1.1.4** | MP2 |
| Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. | **LN.1.2.2** | 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 |
| Draw evidence from literary or informational texts to support analysis, reflection, and research, applying reading standards for literature and literary nonfiction. | **CC.1.4.9-10.S** | MP2 |
| Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. | **CC.1.4.9-10.U** | MP2 |
| 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** | MP2 |
| Informative/Explanatory Writing:  Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution). | **CIE.1.1.3** | MP2 |
| Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone. | **CIE.1.1.4** | MP2 |
| Argumentative Writing:  Organize the argument using effective strategies to develop a strong, well‐supported position. | **CA.1.1.3** | MP2 |
| Revise to delete irrelevant details. | **CA.2.1.4** | MP2 |
| Use the correct form of commonly confused words; use logical transitions. | **CA.2.1.5** | MP2 |
| Punctuate correctly focusing on semicolons and quotes. | **CA.3.1.3** | 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 |
| Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | **CC.1.5.9-10.B** | MP2 |
| 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** | 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 |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | **CC.1.3.9-10.K** | MP3 |
| Draw conclusions about connotations of words. | **LF.1.2.4** | MP3 |
| Cite evidence from a text to support generalizations. | **LF.2.1.2** | MP3 |
| Identify, explain, interpret, describe, and/or analyze the effects of satire, allegory, symbolism, dialect, allusion, and irony in a text. | **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 |
| Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. | **CC.1.2.9-10.I** | MP3 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | **CC.1.2.9-10.L** | MP3 |
| Draw conclusions about connotations of words. | **LN.1.2.4** | MP3 |
| Cite evidence from a text to support generalizations. | **LN.2.1.2** | MP3 |
| Draw evidence from literary or informational texts to support analysis, reflection, and research, applying reading standards for literature and literary nonfiction. | **CC.1.4.9-10.S** | MP3 |
| Informative/Explanatory Writing:  Write with control of grammar, mechanics, spelling, usage, and sentence formation. | **CIE.1.1.5** | MP3 |
| Revise to eliminate wordiness and redundancy. | **CIE.2.1.3** | MP3 |
| Revise sentences for clarity. | **CIE.2.1.7** | MP3 |
| Punctuate correctly focusing on semicolons and quotation marks. | **CIE.3.1.3** | MP3 |
| Demonstrate correct grammar and usage focusing on verb and pronoun form and agreement, modifiers and transitions, word order and syntax. | **CIE.3.1.4** | 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 |
| Demonstrate command of the conventions of standard English when speaking. | **CC.1.5.9-10.G** | 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 |
| Cite evidence from a text to support generalizations. | **LF.2.1.2** | MP4 |
| 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** | MP4 |
| Identify, explain, interpret, describe, and/or analyze the effects of satire, allegory, symbolism, and dialect in a text. | **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 |
| 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. | **CC.1.2.9-10.L** | MP4 |
| Cite evidence from a text to support generalizations. | **LN.2.1.2** | 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 |
| Draw evidence from literary or informational texts to support analysis, reflection, and research, applying reading standards for literature and literary nonfiction. | **CC.1.4.9-10.S** | MP4 |
| Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism 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:  Revise to delete irrelevant details. | **CIE.2.1.4** | MP4 |
| Argumentative Writing:  Maintain an effective and consistent tone through precise control of language and a variety of sentence structures. | **CA.1.1.4** | MP4 |
| Write with control of grammar, mechanics, spelling, usage, and sentence formation. | **CA.1.1.5** | MP4 |
| Revise to eliminate wordiness and redundancy. | **CA.2.1.3** | MP4 |
| Use the correct form of commonly confused words; use logical transitions. | **CA.2.1.6** | MP4 |
| Revise sentences for clarity. | **CA.2.1.7** | MP4 |
| Punctuate correctly focusing on semicolons and quotation marks. | **CA.3.1.3** | MP4 |
| Demonstrate correct grammar and usage focusing on verb and pronoun form and agreement, modifiers and transitions, word order and syntax. | **CA.3.1.4** | MP4 |
| 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** | 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