

**Warren County School District**  
**PLANNED INSTRUCTION**

**COURSE DESCRIPTION**

**Course Title:**     English 10

**Course Number:**     00011

**Course Prerequisites:** Successful completion of the required English 9 course

**Course Description:**

Designed to prepare students for post-secondary career opportunities, this course provides instruction in the reading of fiction and nonfiction texts and continues to build upon skills acquired in English 9. Through active involvement in the course, students will utilize textual analysis to comprehend the connections between literature and real life. Students will write effectively and with a purpose appropriate to their audience, while incorporating the essential types of writing –informative, argumentative, and narrative,. Students will establish a mastery of language conventions and mechanics. With a focus on career 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 as a guide, the course will prepare students for the state standardized assessments.

**Suggested Grade Level:** 10

**Length of Course:**     \_\_\_\_\_ One Semester       X   Two Semesters     \_\_\_\_\_ Other (Describe)

**Units of Credit:**           1       (Insert **NONE** if appropriate.)

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s):** CSPG 42

**Certification verified by WCSD Human Resources Department:**

  X   Yes            \_\_\_\_\_ No

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

**Title:** Prentice Hall Literature Language and Literacy

**Publisher:** Pearson

**ISBN #:** 978-0-13-371293-3

**Copyright Date:** 2010

**Date of WCSD Board Approval:** 2009

**Required/Suggested Reading:**Required drama:

-*Twelve Angry Men*

Dramas (1 of 2):

-*Much Ado about Nothing*

-*Julius Caesar*

Required Nonfiction:

-*Night*

Required Novels (1 of 5):

-*The Green Mile*

-*Curious Incident of the Dog in the Nighttime*

-*Anthem*

-*Animal Farm*

-*Friday Night Lights*

**BOARD APPROVAL:**

**Date Written:** Sept. 29, 2015; Revision (7/13/2017)

**Date Approved:** September 1, 2017

**Implementation Year: 2017-2018**

## SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

### SPECIFIC EDUCATIONAL STANDARDS, CONTENT, & SKILLS

**\*Because this is a Keystone Testing Level, Fiction and Nonfiction are organized according the Literature Assessment Anchors and Eligible Content**

<b>Assessment Anchor/Descriptor:</b> <b>L.F.1 Reading for Meaning—Fiction</b> <b>L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.</b>	
<b>PA Core Standard:</b> CC.1.3.9–10.A 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.B 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.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9–10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.	<b>Eligible Content:</b> L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
<b>Assessment Anchor/Descriptor:</b> <b>L.F.1 Reading for Meaning—Fiction</b> <b>L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.</b>	
<b>PA Core Standard:</b> CC.1.3.9–10.I 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.J 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.	<b>Eligible Content:</b> L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 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. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words

<b>Assessment Anchor/Descriptor:</b> <b>L.F.1 Reading for Meaning—Fiction</b> <b>L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.</b>	
<b>PA Core Standard:</b> CC.1.3.9–10.A 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.B 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.	<b>Eligible Content:</b> L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.
<b>Assessment Anchor/Descriptor:</b> <b>L.F.2 Analyzing and Interpreting Literature—Fiction</b> <b>L.F.2.1 Use appropriate strategies to make and support interpretations of literature</b>	
<b>PA Core Standard:</b> CC. 1.3.9–10.B 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.	<b>Eligible Content:</b> L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations.
<b>Assessment Anchor/Descriptor:</b> <b>L.F.2 Analyzing and Interpreting Literature—Fiction</b> <b>L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.</b>	
<b>PA Core Standard:</b> CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.	<b>Eligible Content:</b> L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
<b>Assessment Anchor/Descriptor:</b> <b>L.F.2 Analyzing and Interpreting Literature—Fiction</b> <b>L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.</b>	
<b>PA Core Standard:</b> CC.1.3.9–10.A 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.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. CC.1.3.9–10.E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect. CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.	<b>Eligible Content:</b> L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. <ul style="list-style-type: none"> <li>• the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text</li> <li>• the relationship between characters and other components of a text</li> <li>• the development of complex characters and their roles and functions within a text</li> </ul> L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: <ul style="list-style-type: none"> <li>• the relationship between setting and other components of a text (character, plot, and other key literary elements)</li> </ul>

	<p>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:  Note: Plot may also be called action.</p> <ul style="list-style-type: none"> <li>• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</li> <li>• the relationship between elements of the plot and other components of a text</li> <li>• how the author structures plot to advance the action</li> </ul> <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p> <ul style="list-style-type: none"> <li>• the relationship between the theme and other components of a text</li> <li>• comparing and contrasting how major themes are developed across genres</li> <li>• the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</li> <li>• the way in which a work of literature is related to the themes and issues of its historical period</li> </ul> <p>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:</p> <ul style="list-style-type: none"> <li>• the relationship between the tone, style, and/or mood and other components of a text</li> <li>• how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text</li> <li>• how diction, syntax, figurative language, sentence variety, etc., determine the author's style</li> </ul> <p>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:</p> <ul style="list-style-type: none"> <li>• the point of view of the narrator as first person or third person point of view</li> <li>• the impact of point of view on the meaning of a text as a whole</li> </ul>
<p><b>Assessment Anchor/Descriptor:</b>  <b>L.F.2 Analyzing and Interpreting Literature—Fiction</b>  <b>L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.</b></p>	
<p><b>PA Core Standard:</b>  CC.1.3.9–10.H  Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p>	<p><b>Eligible Content:</b>  L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</p>

<b>Assessment Anchor/Descriptor:</b> <b>L.F.2 Analyzing and Interpreting Literature—Fiction</b> <b>L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.</b>	
<b>PA Core Standard:</b> CC.1.3.9–10.E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect. CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.	<b>Eligible Content:</b> L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text. L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices. L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.
<b>Assessment Anchor/Descriptor:</b> <b>L.N.1 Reading for Meaning-Nonfiction</b> <b>L.N.1.1 Use appropriate strategies to analyze an author’s purpose and how it is achieved in literature.</b>	
<b>PA Core Standard:</b> CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CC.1.2.9–10.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.	<b>Eligible Content:</b> L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole. L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another. L.N.1.1.4 Explain how an author’s use of key words or phrases in text informs and influences the reader
<b>Assessment Anchor/Descriptor:</b> <b>L.N.1 Reading for Meaning-Nonfiction</b> <b>L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.</b>	
<b>PA Core Standard:</b> CC.1.2.9–10.J 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.K 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.	<b>Eligible Content:</b> L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.N.1.2.2 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. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. L.N.1.2.4 Draw conclusions about connotations of words.
<b>Assessment Anchor/Descriptor:</b> <b>L.N.1 Reading for Meaning-Nonfiction</b> <b>L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.</b>	
<b>PA Core Standard:</b> CC.1.2.9–10.A 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.B 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.C	<b>Eligible Content:</b> L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole. L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.

<p>Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	
<p><b>Assessment Anchor/Descriptor:</b>  <b>L.N.2 Analyzing and Interpreting Literature—Nonfiction</b>  <b>L.N.2.1 Use appropriate strategies to make and support interpretations of literature.</b></p>	
<p><b>PA Core Standard:</b>  CC.1.2.9–10.B  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.</p>	<p><b>Eligible Content:</b>  L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.  L.N.2.1.2 Cite evidence from a text to support generalizations.</p>
<p><b>Assessment Anchor/Descriptor:</b>  <b>L.N.2 Analyzing and Interpreting Literature—Nonfiction</b>  <b>L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.</b></p>	
<p><b>PA Core Standard:</b>  CC.1.2.9–10.G  Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p><b>Eligible Content:</b>  L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.  L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.  L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p>
<p><b>Assessment Anchor/Descriptor:</b>  <b>L.N.2 Analyzing and Interpreting Literature—Nonfiction</b>  <b>L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.</b></p>	
<p><b>PA Core Standard:</b>  CC.1.2.9–10.A  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.C  Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  CC.1.2.9–10.D  Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p>	<p><b>Eligible Content:</b>  L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:  Note: Character may also be called narrator, speaker, or subject of a biography.  • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text  • the relationship between characters and other components of a text  • the development of complex characters and their roles and functions within a text  L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:  • the relationship between setting and other components of a text (character, plot, and other key literary elements)  L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction:  Note: Plot may also be called action.  • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)  • the relationship between elements of the plot and other components of a text  • how the author structures plot to advance the action  L.N.2.3.4 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  L.N.2.3.5 Explain, interpret, compare, describe, analyze,</p>

	<p>and/or evaluate tone, style, and/or mood in a variety of nonfiction:</p> <ul style="list-style-type: none"> <li>• the relationship between the tone, style, and/or mood and other components of a text</li> <li>• how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text</li> <li>• how diction, syntax, figurative language, sentence variety, etc., determine the author's style</li> </ul> <p>L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</p> <ul style="list-style-type: none"> <li>• the point of view of the narrator as first person or third person point of view</li> <li>• the impact of point of view on the meaning of a text as a whole</li> </ul>
<p><b>Assessment Anchor/Descriptor:</b>  <b>L.N.2 Analyzing and Interpreting Literature—Nonfiction</b>  <b>L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.</b></p>	
<p><b>PA Core Standard:</b>  CC.1.2.9–10.C  Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  CC.1.2.9–10.E  Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p>	<p><b>Eligible Content:</b>  L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.  L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.  L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.  L.N.2.4.4 Make connections between a text and the content of graphics and charts.  L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.</p>
<p><b>Assessment Anchor/Descriptor:</b>  <b>L.N.2 Analyzing and Interpreting Literature—Nonfiction</b>  <b>L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.</b></p>	
<p><b>PA Core Standard:</b>  CC.1.2.9–10.H  Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p>	<p><b>Eligible Content:</b>  L.N.2.5.1 Differentiate between fact and opinion.  L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.  L.N.2.5.3 Distinguish essential from nonessential information.  L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.  L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.  L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.</p>
<p><b>Assessment Anchor/Descriptor:</b>  <b>1.4 Writing—Text Types and Purposes: Informative/Explanatory</b>  <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p>	
<p><b>PA Core Standard:</b>  CC.1.4.9–10.A  Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.  CC.1.4.9–10.B  Write with a sharp distinct focus identifying topic, task, and audience.  CC.1.4.9–10.C  Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to</p>	<p><b>Eligible Content:</b>  C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task.  C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details.  C.IE.1.1.3 Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).  C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.  C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p>



<p>the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.9–10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. *Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. *Establish and maintain a formal style. CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	<p>C.IE.2.1.1 Use a variety of sentence structures. C.IE.2.1.2 Use precise language to create clarity, voice, and tone. C.IE.2.1.3 Revise to eliminate wordiness and redundancy. C.IE.2.1.4 Revise to delete irrelevant details. C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions. C.IE.2.1.6 Combine sentences for cohesiveness and unity. C.IE.2.1.7 Revise sentences for clarity.</p> <p>C.IE.3.1.1 Spell all words correctly. C.IE.3.1.2 Use capital letters correctly. C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes). C.IE.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax). C.IE.3.1.5 Demonstrate correct sentence formation.</p>
<p><b>Assessment Anchor/Descriptor:</b> <b>1.4 Writing—Text Types and Purposes—Argumentative</b> <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p>	
<p><b>PA Core Standard:</b> CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics. CC.1.4.9–10.H Write with a sharp distinct focus identifying topic, task, and audience; introduce the precise claim. CC.1.4.9–10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of each in a manner that anticipates the audience's knowledge level and concerns. CC.1.4.9–10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition. *Use precise language and domain-specific vocabulary to manage the complexity of the topic. *Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p><b>Eligible Content:</b> C.A.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/ persuasive strategies; address opposing viewpoints. C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well supported position. C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures. C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p>C.A.2.1.1 Use a variety of sentence structures. C.A.2.1.2 Use precise language to create clarity, voice, and tone. C.A.2.1.3 Revise to eliminate wordiness and redundancy. C.A.2.1.4 Revise to delete irrelevant details. C.A.2.1.5 Use the correct form of commonly confused words; use logical transitions. C.A.2.1.6 Combine sentences for cohesiveness and unity. C.A.2.1.7 Revise sentences for clarity.</p> <p>C.A.3.1.1 Spell all words correctly. C.A.3.1.2 Use capital letters correctly. C.A.3.1.3 Punctuate correctly (e.g., correctly use commas, semi-colons, quotation marks, apostrophes). C.A.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax). C.A.3.1.5 Demonstrate correct sentence formation.</p>

<b>Assessment Anchor/Descriptor:</b> <b>1.4 Writing—Text Types and Purposes— Narrative</b> <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	
<b>PA Core Standard:</b> CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events. CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. CC.1.4.9-10.O Use narrative techniques, such as dialogue, description, reflection, and multiple plot lines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing. •Use parallel structure. •Use various types of phrases and clauses to convey specific meanings and add variety and interest. CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<b>Eligible Content:</b> <b>Not state assessed</b> <b>See oral/writing component clause below</b>
<b>Assessment Anchor/Descriptor:</b> <b>1.4 Writing—Text Types and Purposes— Response to literature.</b> <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	
<b>PA Core Standard:</b> CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	<b>Eligible Content:</b> <b>Not state assessed</b> <b>See oral/writing component clause below</b>
<b>Assessment Anchor/Descriptor:</b> <b>1.4 Writing—Text Types and Purposes— Production and Distribution of Writing: Writing Process</b> <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	
<b>PA Core Standard:</b> CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<b>Eligible Content:</b> <b>Not state assessed</b> <b>See oral/writing component clause below</b>

<b>Assessment Anchor/Descriptor:</b> <b>1.4 Writing—Text Types and Purposes— Technology and Publication</b> <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	
<b>PA Core Standard:</b> CC.1.4.9–10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologies capacity to link to other information and to display information flexibly and dynamically.	<b>Eligible Content:</b> Not state assessed See oral/writing component clause below
<b>Assessment Anchor/Descriptor:</b> <b>1.4 Writing—Text Types and Purposes— Conducting Research</b> <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	
<b>PA Core Standard:</b> CC.1.4.9–10.V 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.W 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.X 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.	<b>Eligible Content:</b> Not state assessed See oral/writing component clause below
<b>Assessment Anchor/Descriptor:</b> <b>1.5 Speaking and Listening</b> <b>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions</b>	
<b>PA Core Standard:</b> CC.1.5.9–10.A 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.B 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.C 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.D 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.E	<b>Eligible Content:</b> Not state assessed See oral/writing component clause below

Adapt speech to a variety of contexts and tasks CC.1.5.9–10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content	
<b>Assessment Anchor/Descriptor:</b> <b>Conventions of Standard English</b> <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	
<b>National Core Standard:</b> CCSS.ELA-Literacy.L.9-10.1.a Use parallel structure. CCSS.ELA-Literacy.L.9-10.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<b>Eligible Content:</b> <b>Not state assessed</b> <b>See oral/writing component clause below</b>
<b>Assessment Anchor/Descriptor:</b> <b>Conventions of Standard English</b> <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	
<b>National Core Standard:</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. CCSS.ELA-Literacy.L.9-10.2.b Use a colon to introduce a list or quotation. CCSS.ELA-Literacy.L.9-10.2.c Spell correctly.	<b>Eligible Content:</b> <b>Not state assessed</b> <b>See oral/writing component clause below</b>

See Curriculum Map - <English 10>

### ORAL/WRITTEN COMPONENT

**A formal oral speech with a written component is required for all high school English Language Arts classes.**

**The following sequence should be followed:**

- Grade 9 – Demonstrative (How-To) Speech
- Grade 10 – Informative Speech
- Grade 11 – Persuasive Speech
- Grade 12 – Business Related Public Speaking

**Specific types of formal writing are required for each grade level of English Language Arts classes.**

- Grade 9 – Informative, Argumentative, Narrative
- Grade 10 – Critical Analysis, Problem/Solution, Compare/Contrast
- Grade 11 – Minimum of two Critical Analyses
- Grade 12 – Business Writing, minimum of one Critical Analysis

### ASSESSMENTS

**Suggested Formative Assessments:** The teacher will develop and use standards-based assessments throughout the course.

- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Bell ringers/Problems of the Day(PODs)

- Discussions
- Teacher observation/Questioning
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Retelling
- Notetaking
- Problem-based learning modules
- Authentic assessment
- Oral presentations
- Outlining
- Journaling
- Student presentations/projects
- Open-ended response

**Suggested Summative Assessments:**

- Essays
- Open-Ended Responses
- Projects
- Quizzes/tests
- Student presentations
- Portfolios

**District Approved Assessment Instruments**

- Any district approved assessment instrument

**Portfolio Assessment:** \_\_\_\_\_ Yes   X   No

**District-wide Final Examination Required:** \_\_\_\_\_ Yes   X   No

**Course Challenge Assessment (Describe):** 85% or above on teacher created assessment

**WRITING TEAM:**

**Stacey Ludwig**

**Crystal Howe**

**Tiffany Mandeville**

**With input from teachers across the district**

**WCSD STUDENT DATA SYSTEM INFORMATION**

1. Is there a required final examination?   X   Yes \_\_\_\_\_ No
2. Does this course issue a mark/grade for the report card?   X   Yes \_\_\_\_\_ No
3. Does this course issue a Pass/Fail mark? \_\_\_\_\_ Yes   X   No
4. Is the course mark/grade part of the GPA calculation?   X   Yes \_\_\_\_\_ No
5. Is the course eligible for Honor Roll calculation?   X   Yes \_\_\_\_\_ No
6. What is the academic weight of the course? \_\_\_\_\_ No weight/Non credit   X    
 Standard weight  
 \_\_\_\_\_ Enhanced weight (Describe) AP