**COURSE DESCRIPTION**

**Course Title:** Honors English 10

**Course Number:** 00013

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

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| **Course Description:** | This course is the first of a three-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 as a guide, the course will prepare students for the 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

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 chose 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

**Copyright Date:** 2020

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

**Supplemental Materials:**

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| **Required** |
| **Drama:** (minimum of 3)  Enemy of the People  The Miser  Cyrano de Bergerac  Merchant of Venice  The Tempest  Julius Caesar |
| **Novels:**  **Required summer reading** should include a **minimum of 2** of the following:  All Quiet on the Western Front  A Separate Peace  Lord of the Flies  Silas Marner  **Required school year reading** (7 of 9):  Night  Out of Africa  A Tale of Two Cities  Madame Bovary  The Death of Ivan Ilyich  The Picture of Dorian Gray  Suite Francaise  Cry the Beloved Country  The Iliad(excerpts from the textbook)  Also, any remaining novels not used for summer reading can also be assigned |
| Poetry:  Perrine’s Sound and Sense |
| **Oral Component**  Informative Speech  **Written Component**  Multiple Constructed Responses  Minimum of 4 Critical Analysis Essays |

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 6/5/2020

**Date Approved:**  6/29/2020

**Implementation Year:** 2020-2021

**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, CONCEPTS, AND SKILLS**

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| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Month Taught and Assessed** |
| Read and comprehend literary fiction on grade level, independently and proficiently. | CC.1.3.9-10.K | September  May |
| 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 | September |
| 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.E | September |
| Draw conclusions about connotations of words. | L.F.1.2.4 | September |
| Summarize the key details and events of a fictional text, in part or as a whole. | L.F.1.3.2 | September |
| Cite evidence from a text to support generalizations. | L.F.2.1.2 | September  April |
| Compare and evaluate the characteristics that distinguish narrative, poetry, and drama. | L.F.2.2.4 | September |
| Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:  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.F.2.3.3 | September  May |
| 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.E | September |
| 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 | September  April |
| Draw conclusions about connotations of words. | L.N.1.2.4 | September |
| Summarize the key details and events of a nonfictional text, in part or as a whole. | L.N.1.3.2 | September |
| Cite evidence from a text to support generalizations. | L.N.2.1.2 | September  April |
| Analyze how literary form relates to and/or influences meaning of a text. | L.N.2.2.1 | April |
| Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. | L.N.2.2.2 | September |
| Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:  •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  Note: Character may also be called narrator, speaker, or subject of a biography. | L.N.2.3.1 | September  April |
| Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction:  •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 advance the action  Note: Plot may also be called action. | L.N.2.3.3 | September  April |
| Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:  •the point of view of the narrator as first person or third person point of view  •the impact of point of view on the meaning of a text as a whole | L.N.2.3.6 | September  April |
| Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. | CC.1.4.9-10.A | September  April |
| Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. | CC.1.4.9-10.C | September  April |
| Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. | CC1.4.9-10.S | September |
| 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 | September  October |
| 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 | October |
| Make inferences and/or draw conclusions based on analysis of a text | L.F.2.1.1 | October  March |
| Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction | L.F.2.3.1 | October  May |
| Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction | L.F.2.3.2 | October  May |
| 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.C | October  May |
| 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.C | October  May |
| Make inferences and/or draw conclusions based on  analysis of a text | L.N.2.1.1 | October  March |
| 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.2.3.2 | October  April |
| 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 | L.N.2.3.5 | October  May |
| Identify, analyze, and evaluate the structure and  format of complex informational texts | L.N.2.4.1 | October  April |
| Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions. | L.N.2.4.2 | October  April |
| Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts | L.N.2.4.3 | October  April |
| Make connections between a text and the content of graphics and charts. | L.N.2.4.4 | October  April |
| Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts. | L.N.2.4.5 | October  April |
| Write with a sharp, distinct focus identifying topic, task, and audience. | CC.1.4.9-10.B | October  April |
| 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.D | October |
| Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.9-10.F | October |
| 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 | October  November |
| 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 | November |
| Identify and/or apply a synonym or antonym of a word used in a text. | L.F.1.2.1 | November  April |
| 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.1.2.2 | November  April |
| Use context clues to determine or clarify the meaning of unfamiliar, multiple‐meaning, or ambiguous words. | L.F.1.2.3 | November  April |
| 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.D | November |
| Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:  • the point of view of the narrator as first person or third person point of view  • the impact of point of view on the meaning of a text as a whole | L.F.2.3.6 | November  May |
| Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script. | L.F.2.5.3 | November |
| 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.1.12.9-10.K | November |
| Identify and/or apply a synonym or antonym of a word used in a text. | L.N.1.2.1 | November  April |
| 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.1.2.2 | November  April |
| Use context clues to determine or clarify the meaning of unfamiliar, multiple‐meaning, or ambiguous words. | L.N.1.2.3 | November  April |
| Determine an author’s particular point of view and analyze how rhetoric advances the point of view. | CC.1.2.9-10.D | November |

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| 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.2.3.4 | November |
| 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 | November  December |
| Identify and/or analyze the author’s intended purpose of a text. | L.F.1.1.1 | December  May |
| Explain, describe, and/or analyze examples of a text that support the author’s intended purpose | L.F.1.1.2 | December  May |
| Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. | L.F.1.3.1 | December  April |
| Identify and/or analyze the author’s intended purpose of a text. | L.N.1.1.1 | December |
| Explain, describe, and/or analyze examples of a text that support the author’s intended purpose. | L.N.1.1.2 | December |
| Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept. | L.N.1.1.3 | December |
| Explain how an author’s use of key words or phrases in text informs and influences the reader. | L.N.1.1.4 | December |
| Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. | L.N.1.3.1 | December  April |
| Differentiate between fact and opinion. | L.N.2.5.1 | December  January |
| Explain, interpret, describe, and/or analyze the use of facts and opinions in a text. | L.N.2.5.2 | December  January |
| Distinguish essential from nonessential information. | L.N.2.5.3 | December  January |
| Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text | L.N.2.5.4 | December  January |
| Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text. | L.N.2.5.5 | December  January |

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| Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point or construct an argument in nonfictional text. | L.N.2.5.6 | December  January |
| Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. | CC.1.2.9-10.E | December  January |
| Write narratives to develop real or imagined experiences or events. | CC.1.4.9-10.M | December |
| Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters. | CC.1.4.9-10.N | December |
| Use narrative techniques such as dialogue, description, reflection, multiple plotlines, 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, settings, and/or characters. | CC.1.4.9-10.O | December |
| 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.P | December |
| Write with an awareness of the stylistic aspects of writing.  •Use parallel structure.  •Use various types of phrases and clauses to convey meaning and add variety and interest. | CC.1.4.9-10.Q | December |
| Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.9-10.R | December |
| Analyze how literary form relates to and/or influences meaning of a text. | L.F.2.2.1 | January  April |
| 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 | January |
| Explain, interpret, compare, describe, analyze and/or evaluate theme in a variety of fiction: the relationship between the theme and other components of a text. | L.F.2.3.4 | January  May |
| 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 | January |
| Write arguments to support claims in an analysis of substantive topics. | CC.1.4.9-10.G | January |
| Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise claim. | CC.1.4.9-10.H | January |
| 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 both in a manner that anticipates the audience’s knowledge level and concerns | CC.1.4.9-10.I | January |
| Create organization that establishes clear relations among claim(s), counterclaims, reasons, and evidences; use words, phrases, and clauses to link major sections of the text, create cohesion, and clarify the relationships 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.J | January |
| Write with an awareness of the stylistic aspects of compositions | CC.1.4.9-10.K | January |
| Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling | CC.1.4.9-10.L | January |
| Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept | L.F.1.1.3 | February |
| Evaluate, interpret, compare, describe, analyze, and/or evaluate connections between texts | L.F.2.2.3 | February |
| Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in variety of fiction | L.F.2.3.5 | February  May |
| Analyze how words and phrases shape meaning and tone in texts | CC.1.3.9-10.F | February |
| 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.2.5.1 | February |
| Identify, explain, and analyze the structure of poems and sound devices | L.F.2.5.2 | February |
| Analyze how words and phrases shape meaning and tone in text | CC.1.3.9-10.F | February |
| 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.E | February |
| 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.E | February |
| Conduct short as well as more sustained research projects to answer a question. Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation | CC.1.4.9-10.V | February  March |
| Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research questions; 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 | February  March |
| Adapt speech to a variety of contexts and tasks | CC.1.5.9-10.E | February  March |
| Demonstrate command of the conventions of standard English when speaking based on Grades 9-10 level and content | CC.1.5.9-10.G | February  March |
| 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.G | March |
| Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work | CC.1.3.9-10.H | March |
| Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account | CC.1.2.9-10.G | March |
| 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 | CC.1.4.9-10.T | March  April |
| 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.W | March  April |
| Write routinely over extended time frames and short time frames for a range of discipline-specific tasks, purposes and audiences | CC.1.4.9-10.X | March  April |
| Interpret and analyze works from a variety f genres for literary, historical, and/or cultural significance | L.F.2.4.1 | January |
| Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work | CC.1.4.9-10.H | April |
| Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another. | L.N.1.3.3 | April |
| Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. | L.N.2.2.3 | April |
| 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.E | April  May |
| Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source | CC.1.5.9-10.C | April  May |
| 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 | April  May |
| 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 | May |
| 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.1.2.9-10.J | January |

**ASSESSMENTS**

**PSSA 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:** Pre - Assessments of prior knowledge • Bell ringers • 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:** Essays • Constructed Responses • Projects • Quizzes/tests • Student presentations • Portfolios