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.

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
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, 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
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: Novels:
    Choose 1—*Madame Bovary, Cry the Beloved Country, Suite Francaise* or
      Final Summer Selection
   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
Nonfiction: US Documents with historical or literary significance
    Related Articles
Writing: Critical Analysis (Informative/Explanatory)
    Constructed Responses
Speaking/Listening: Discussions/Socratic Seminars, Informal Speech

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: Formal Informative 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

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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
District Final Exam