

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: English 10 Honors
Course Number: 00013
Course Prerequisites: Successful completion of English 9 college preparatory course and teacher recommendation

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](#)

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 chose the correct code that corresponds with the course.

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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:

Required
<p>Drama: (minimum of 3) Enemy of the People The Miser Cyrano de Bergerac Merchant of Venice The Tempest Julius Caesar</p>
<p>Novels:</p> <p>Required summer reading should include a minimum of 2 of the following:</p> <p>All Quiet on the Western Front A Separate Peace Lord of the Flies Silas Marner</p> <p>Required school year reading (7 of 9):</p> <p>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</p>
<p>Poetry: Perrine’s Sound and Sense</p>
<p>Oral Component Informative Speech</p> <p>Written Component Multiple Constructed Responses Minimum of 4 Critical Analysis Essays</p>

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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

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

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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: <ul style="list-style-type: none"> •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: <ul style="list-style-type: none"> •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: <ul style="list-style-type: none"> •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

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction: <ul style="list-style-type: none"> • 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

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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 of 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