

SPRING GROVE AREA SCHOOL DISTRICT

PLANNED COURSE OVERVIEW



Course Title: English 10 Length of Course: 30 cycles

Grade Level(s): 10 Periods Per Cycle: 9

Units of Credit: 1.5 Length of Period: 43 minutes

Classification: Required Total Instructional Time: 193.5 hours

Course Description

English 10 is a survey of the following literary genres: short story, drama, and the novel. Particular emphasis is placed upon the various literary elements of fiction. Composition includes topic sentence and paragraph development, expository and narrative writing, response to literature, and journal writing. Vocabulary development, grammar, and oral communication are also emphasized. This course is recommended only for students who scored below proficient on the 8th grade PSSA.

Instructional Strategies, Learning Practices, Activities, and Experiences

Bell RingersIndependent ReadingConstructed ResponseTeacher DemonstrationsHomeworkTimed Essay Response

Guided Individual Practice Flexible Groups SAT Reading and Writing Practice

Guided Group Practice

Assessments

QuizzesEssaysGroup ProjectsTestsResearch PaperHomework ChecksJournalsIndependent ProjectCommon Final

Materials/Resources

Elements of Literature: Level 4 Elements of Language: Level 3 Holt, Rinehart and Winston Holt, Rinehart and Winston

Adopted: 9/21/88

Revised: 9/3/91; 8/19/98; 10/04; 8/16/10; 5/19/14

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Short Stories	 Objectives: Identify, examine, and evaluate short story elements (plot, setting, theme, character/character motivations, point of view, tone, mood, symbolism). Make inferences and draw conclusions. Understand allegory. Identify allusions.
	Standards CC1.3.9-10.A 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. CC1.3.9-10.B
	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC1.3.9-10.C 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. CC1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create
	an effect CC1.3.9-10.F
	Analyze how words and phrases shape meaning and tone in texts. CC1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
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CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Poetry	Objectives: Identify and understand the use of figurative language. Identify poem's tone/mood/poet's style. Identify a poem's theme. Identify the use of allusion in a poem. Understand the TPCASTT method of poetry analysis. Standards: CC1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. CC1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.4.9-10.O Use techniques such as dialogue description, reflection 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.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Nonfiction (Memoir)	Objectives: Determine author's purpose. Identify and evaluate theme. Identify author's tone. Identify author's style. Evaluate a work's mood. Draw conclusions and make inferences. Understand relevant contextual vocabulary. Understand Jewish terminology. Understand major historical events of WW II. Standards: CC1.2.9-10.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. CC1.2.9-10.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. CC1.2.9-10.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. CC1.2.9-10.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. CC1.2.9-10.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. CC1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CONTENT/KEY CONCEPTS	Objectives/Standards
Novel	Objectives: Identify and evaluate theme. Identify author's tone. Identify author's tone. Identify author's style. Evaluate a work's mood. Compare/contrast/interpret/analyze character. Draw conclusions and make inferences. Understand/recall major events of WWII. Standards: CC1.3.9-10.A 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. CC1.3.9-10.B Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plo or develop the theme. CC1.3.9-10.C 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. CC1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect CC1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Drama	Objectives: Identify elements of drama (dialogue, aside, soliloquy, catharsis, stage direction). Identify and evaluate theme. Identify author's tone. Identify author's style. Evaluate a work's mood. Compare/contrast/interpret/analyze character. Draw conclusions and make inferences. Standards: CC1.3.9-10.A 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. CC1.3.9-10.B Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC1.3.9-10.C 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. CC1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect CC1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

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LEVEL:	Grade	10
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CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Vocabulary Content/Key Concepts	Standards: 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 or phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.

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CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Grammar	CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Constructed Responses Literary Analyses Autobiographical Narrative Expository Writing	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 meaning and add variety and interest 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 and 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 the audience's knowledge of the topic. CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link 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 awareness of the stylistic aspects of composition: Use precise language and vocabulary; 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 formal style. CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition: Use precise language; establish and maintain formal style and tone