

Wilson Area School District Planned Course Guide

Title of planned course: English 10

Subject Area: English

Grade Level: 10

Course Description: The course is designed to provide students with a clear understanding of basic literary analysis, vocabulary, grammar, and writing. In each unit, the goals of reading, writing, understanding grammar and vocabulary will be intertwined. Vocabulary study, grammar, and writing assignments will be generated from the literature in order to present a unified approach to the study of the English language. The literature is presented by theme as well as by literary technique. Within each unit, students may read short stories, literary nonfiction, poetry, and informational texts. Additionally, students will read a minimum of one independent reading novel per marking period subject to the approval of their English teacher. The course reflects the English Language Arts Common Core State Standards.

Time/Credit for this Course: One Full Academic Year / 1.0 Credit

Curriculum Writing Committee: Jodi Guro, Deborah Hockman, Lacy Browne, Casey Smith, Ed Goodenough, Daniel Sleiman, Lacey Ernst, Lauryn Ragone

Curriculum Map

August:

- Students Honors English will participate in a summer reading review.
- Students in English Ten will extend the first two units (Plot, Setting, Mood; Character Development) in order to experience greater success at the beginning of the school year.

September:

- Unit 1: The World of A Story: Plot, Setting, and Mood
- English 10 Honors will also read *Antigone*
- Keystone paragraph introduction

October:

- Unit 2: Word Portraits: Character Development
- Keystone paragraph writing

November:

- Unit 3: A Writer's Choice: Narrative Devices
- Literature essay OR Keystone paragraph writing

December:

- Unit 4: Message and Meaning: Theme
- Essay or Keystone paragraph on theme

January:

- Unit 4: Message and Meaning: Theme
- Unit 5: Author's Purpose
- Keystone paragraph writing
- Midterm Exam Review and Test

February:

- Unit 8: Author's Style and Voice
- Literary Analysis or Keystone paragraph on tone and style

March:

- Unit 6: Argument and Persuasion
- Keystone paragraph writing or Argumentative essay/project

April:

- Unit 7: The Language of Poetry
- Julius Caesar, by William Shakespeare, for College Prep Students and Honors Students

May:

- Julius Caesar, by William Shakespeare, for College Prep Students and Honors Students
- Keystone Prep, Review, and Exam

June:

- Final Exam Review and Test

Wilson Area School District Planned Course Materials

Course Title: English 10

Textbook: Literature: Grade Ten, Holt McDougal

Supplemental Books:

- The Catcher in the Rye, J.D. Salinger
- Night, Elie Wiesel
- Of Mice and Men, John Steinbeck
- Elements of Language; Holt, Reinhart, Winston, 2003

Teacher Resources: Teacher resources will be supplied by Holt McDougal. They include ancillary workbooks as well as CD ROMs for test construction; online editions will be available to students and teachers with additional online support such as interactive whiteboard lessons at thinkcentral.com. Supplemental video excerpts are also provided by the company which will reinforce lessons and add an American historical perspective in accordance with the common core standards.

Curriculum Scope & Sequence

Planned Course: English 10

Unit: Summer Reading (Honors only)

Time frame: 2-3 weeks

Common Core Standards: 1.3.9-10.A, 1.2.9-10.B-F, 1.2.9-10.K, 1.2.9-10.J, 1.5.9-10.A

Assessment Anchors: L.F.1.1, L.F.1.2, L.F.1.3, L.F.2.1, L.F.2.2, L.F.2.3, L.F.2.5

Essential content/objectives: At the end of the unit, students will be able to:

- Review the plot of the novel by correctly incorporating plot terms such as exposition, conflict, climax, falling action, resolution
- Identify major and minor characters in the novel and trace their development
- Identify and discuss major themes and symbols in the novel
- Identify the narrator, the point of view, and evaluate the effectiveness of the narrative choice
- Analyze the author's use of allusion, parody, tone, mood, and style

Core Activities: Students will complete/participate in the following:

- Take notes independently, with skeleton notes, with graphic organizers, in small groups, with partners, or in large group instruction
- Discuss plot, character, diction, theme, symbol, point of view

Extensions:

- Students may complete additional research on these novels
- Students may explore the similarities and differences of the protagonists
- This exploration may culminate in a discussion, project, or paper

Remediation:

- Students struggling with the text may seek additional assistance from their teacher
- Students may view film adaptations of these novels

Instructional Methods:

- Direct instruction
- Large and small group discussion
- Independent and group practice
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials & Resources:

- Summer reading novels
- Film versions of these novels

Assessments:

- Class and individual discussion
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Games, puzzles
- Textbook generated scoring rubrics
- Teacher generated scoring rubrics
- Teacher generated assessment tools

Curriculum Scope & Sequence

Planned Course: English 10

Unit: Unit 1: The World of a Story: Plot, Setting, and Mood

Time frame: 4-5 weeks

Common Core Standards: 1.2.9-10.A-H, 1.2.9-10.J-L, 1.3.9-10.B-E, 1.3.9-10.I-K, 1.4.9-10.A-L, 1.4.9-10.S-T, 1.4.9-10.X, 1.5.9-10.B, 1.5.9-10.D, 1.5.9-10.G

Assessment Anchors: L.F.1.1, L.F.1.2, L.F.1.3, L.F.2.1, L.F.2.3, L.N.1.1-3, L.N.2.1-5

Essential content/objectives: At end of the unit, students will be able to:

- Analyze an author's choices concerning how to structure a text, order events, and create effects such as mystery, tension, or surprise by reading the Text Analysis Workshop in unit one; Everyday Use, by Alice Walker; and To Build a Fire, by Jack London
- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text while reading Harrison Bergeron, by Kurt Vonnegut, Jr.; Everyday Use, by Alice Walker; To Build a Fire, by Jack London; Deep Survival, by Laurence Gonzales.
- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot in Harrison Bergeron, by Kurt Vonnegut, Jr.
- Determine the meaning of figurative language and analyze the impact of specific word choices on meaning and tone in Everyday Use, by Alice Walker
- Determine the meaning of words as they are used in a text and analyze the cumulative impact of word choices on meaning and tone in To Build a Fire, by Jack London
- Analyze nuances in the meaning of words with similar denotations in To Build a Fire, by Jack London
- Provide an objective summary of the text of Deep Survival, by Laurence Gonzales
- Compare literary devices, techniques, and their effects in To Build a Fire and Deep Survival
- Analyze various accounts of a subject told in different mediums
- Identify and analyze elements of plot, mood, and setting in each of the readings in this unit
- Introduce Keystone Paragraph Writing format
- Work to increase their vocabulary by learning new words through each reading and understanding their denotation, connotation, and etymology
- Incorporate academic vocabulary into class discussions and written work

Core Activities: Students will complete/participate in the following:

- Complete the Text Analysis Workshop
- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques
- Engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words

- Extend their academic vocabulary through a variety of methods which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts
- Students will respond to a Keystone style writing prompt

Extensions:

- Students may be interested in reading works related to this unit such as 1984, by George Orwell; The Piano Lesson, by August Wilson; or The Perfect Storm, by Sebastian Junger
- Students may be interested in reading other works from this unit such as Searching for Summer, by Joan Aiken; The Johnstown Flood, by David McCullough; Exile, by Julia Alvarez; and Crossing the Border, by Joy Harjo
- Students may be interested in writing an original short story and employing the literary techniques learned in this unit

Remediation:

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students
- Students may seek additional help from teachers before and after school as well as in the tutoring lab
- Students may be assigned to the tutoring lab for review or completion of assignments

Instructional Methods:

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials & Resources:

- Literature, Holt McDougal Teacher's Edition Grade 10
- Kami
- Storyboard That
- Kahoot/Quizziz/Blooket/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom

Assessments:

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Keystone generated scoring rubrics
- Teacher generated scoring rubrics
- Teacher generated assessment tools

Curriculum Scope & Sequence

Planned Course: English 10

Unit: Unit 2: Word Portraits: Character Development

Time frame: 3 weeks

Common Core Standards 1.2.9-10.A-B, 1.2.9-10.F, 1.2.9-10.L, 1.3.9-10.A-C, 1.3.9-10.F, 1.3.9-10.I-K, 1.4.9-10.A-C, 1.4.9-10.F, 1.4.9-10.I-L, 1.4.9-10.N-Q, 1.4.9-10.T, 1.4.9-10.U, 1.4.9-10.X, 1.5.9-10.A-B

Assessment Anchors: L.F.1.1, L.F.1.2, L.F.1.3, L.F.2.1, L.F.2.3, L.N.1.2, L.N.1.3, L.N.2.1, L.N.2.3

Essential content/objectives: At the end of the unit, students will be able to:

- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or theme of a text through their reading of the Text Analysis Workshop in Unit Two; The Possibility of Evil, by Shirley Jackson; and A Marriage Proposal, a play by Anton Chekhov
- Cite textual evidence to support inferences drawn from the text through their reading of The Possibility of Evil, by Shirley Jackson and The Teacher Who Changed My Life, by Nicholas Gage
- Determine the meaning of figurative words and phrases in a text and analyze the impact of specific word choice on tone in their reading of The Teacher Who Changed My Life, by Nicholas Gage and A Marriage Proposal, by Anton Chekhov
- Determine and analyze an author's purpose in a text by reading the essay The Teacher Who Changed My Life, by Nicholas Gage
- Read and comprehend drama through their experience with A Marriage Proposal, by Anton Chekhov

Core Activities: Students will complete/participate in the following:

- Complete the Text Analysis Workshop
- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques
- Engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words
- Extend their academic vocabulary through a variety of methods which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts
- Students will respond to a Keystone style writing prompt

Extensions:

- Students may be interested in reading other works that are related to this unit such as *A Separate Peace*, by John Knowles; *The Heart Is a Lonely Hunter*, by Carson McCullers; *Death Be Not Proud*, by John Gunther; or *A Lesson Before Dying*, by Ernest J. Gaines
- Students may also be interested in reading other works in this unit such as *Shoofly Pie*, by Naomi Shihab Nye; *Like the Sun*, by R.K. Narayan; *Tell all the Truth but tell it slant--*, by Emily Dickinson; or *A Celebration of Grandfathers*, by Rudolfo A. Anaya

Remediation:

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students
- Students may seek additional help from teachers before and after school as well as in the tutoring lab
- Students may be assigned to the tutoring lab for review or completion of assignments

Instructional Methods:

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials & Resources:

- Literature, Holt McDougal Teacher's Edition Grade 10
- Kami
- Storyboard That
- Kahoot/Quizziz/Blooket/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom

Assessments:

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Keystone generated scoring rubrics
- Teacher generated scoring rubrics
- Teacher generated assessment tools

Curriculum Scope & Sequence

Planned Course: English 10

Unit: Unit 3: A Writer's Choice: Narrative Devices

Time frame: 2 weeks

Common Core Standards 1.2.9-10.A-B, 1.2.9-10.D-F, 1.2.9-10.J-K, 1.3.9-10.B-C, 1.3.9-10.E-G, 1.3.9-10.I, 1.4.9-10A-L, 1.4.9-10.P, 1.4.9-10.R-T, 1.4.9-10.X, 1.5.9-10.A, 1.5.9-10.D, 1.5.9-10.G

Assessment Anchors: L.F.1.1-3, L.F.2.2-3, L.F.2.5, L.N.1.1-3, L.N.2.1, L.N.2.3, L.N.2.4

Essential content/objectives: At the end of the unit, students will be able to:

- Analyze an author's choices concerning how to manipulate time (pacing, flashbacks) and create mystery, tension or surprise by reading the Text Analysis Workshop in unit 3
- Cite textual evidence to support inferences drawn from the text in their reading of *By the Waters of Babylon*, by Stephen Vincent Benet and *There Will Come Soft Rains*, by Ray Bradbury
- Analyze how complex characters advance the plot in their reading of *By the Waters of Babylon*, by Stephen Vincent Benet
- Analyze the impact of word choices on meaning and tone in their reading of *By The Waters of Babylon*, by Stephen Vincent Benet
- Analyze an author's choices concerning how to manipulate time in their reading of *By the Waters of Babylon*, by Stephen Vincent Benet and *There Will Come Soft Rains*, by Ray Bradbury
- Determine the figurative meaning of words in a text through their reading of *There Will Come Soft Rains*, by Ray Bradbury
- Determine the central idea of a text and analyze its development in *Inside the Home of the Future*.

Core Activities: Students will complete/participate in the following:

- Complete the Text Analysis Workshop
- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques
- Engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words
- Extend their academic vocabulary through a variety of methods which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts
- Students will respond to a Keystone style writing prompt

Extensions:

- Students may wish to read other works related to this unit such as Fahrenheit 451, by Ray Bradbury; The Curious Incident of the Dog in the Night-Time, by Mark Haddon; Death of a Salesman, by Arthur Miller; and Pygmalion, by George Bernard Shaw
- Students may wish to read other works in this unit such as The Doll's House, by Katherine Mansfield; The Seventh Man, by Haruki Murakami, The Man in the Water, by Roger Rosenblatt, Dyaspora, by Joanne Hyppolite, Ozymendias, by Percy Bysshe Shelley, and The Fun They Had, by Isaac Asimov

Remediation:

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students
- Students may seek additional help from teachers before and after school as well as in the tutoring lab
- Students may be assigned to the tutoring lab for review or completion of assignments

Instructional Methods:

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials & Resources:

- Literature, Holt McDougal Teacher's Edition Grade 10
- Kami
- Storyboard That
- Kahoot/Quizziz/Blooket/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom

Assessments:

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Keystone generated scoring rubrics
- Teacher generated scoring rubrics
- Teacher generated assessment tools

Curriculum Scope & Sequence

Planned Course: English 10

Unit: Unit 4: Theme: Message and Meaning

Time frame: 3-4 weeks

Common Core Standards: 1.2.9-10.A-B, 1.2.9-10.D, 1.2.9-10.G-H, 1.2.9-10.J-L, 1.3.9-10.A-C, 1.3.9-10.I-K, 1.4.9-10.A-L, 1.4.9-10.P, 1.4.9-10.S-T, 1.4.9-10.X, 1.5.9-10.A

Assessment Anchors: L.F.1.1-3, L.F.2.1, L.F.2.3, L.N.1.1-3, L.N.2.1-3, L.N.2.5

Essential content/objectives: At the end of the unit, students will be able to:

- Determine a theme or central idea of a text and analyze in detail its development, including how it emerges and is shaped and refined by specific details as well as provide an objective summary of the text through their reading of the Text Analysis Workshop in Unit Four, *The Interlopers*, by Saki; *Two Friends*, by Guy de Maupassant; *When Mr. Pirzada Came to Dine*, by Jhumpa Lahiri
- Analyze how complex characters develop a theme through their reading of the Text Analysis Workshop and *When Mr. Pirzada Came to Dine*, by Jhumpa Lahiri
- Determine a theme of a text and analyze how it emerges and is refined by specific details in their reading of *When Mr. Pirzada Came to Dine*, by Jhumpa Lahiri; *Do not weep, maiden, for war is kind*, a poem by Stephen Crane; and the sonnet-ballad, by Gwendolyn Brooks
- Read and comprehend poetry, specifically *Do not weep, maiden, for war is kind*, by Stephen Crane and the sonnet-ballad, by Gwendolyn Brooks
- Analyze a particular point of view in a work of world literature through their reading of the Text Analysis Workshop and *Two Friends*, by Guy de Maupassant
- Analyze the meanings of words with similar denotations in their reading of *The Interlopers*, by Saki

Core Activities: Students will complete/participate in the following:

- Complete the Text Analysis Workshop
- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques
- Engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words
- Extend their academic vocabulary through a variety of methods which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests

- Complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts
- Students will respond to a Keystone style writing prompt

Extensions:

- Students may wish to read other works related to this unit such as *Of Mice and Men*, by John Steinbeck; *Catch 22*, by Joseph Heller; and *The Underdogs*, by Mariano Azuela
- Students may wish to read other works in this unit such as an excerpt from the essay *Tolerance*, by E.M. Forster or *Letter to a Young Refugee from Another*, by Andrew Lam
- Write a comparison/contrast essay evaluating two works with a similar theme written in different genres

Remediation:

- Teachers may use the *Adapted Reader* or the *Interactive Reader* published by Holt McDougal which contains more guided reading strategies for struggling students
- Students may seek additional help from teachers before and after school as well as in the tutoring lab
- Students may be assigned to the tutoring lab for review or completion of assignments

Instructional Methods:

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials & Resources:

- Literature, Holt McDougal Teacher's Edition Grade 10
- Kami
- Storyboard That
- Kahoot/Quizziz/Blooket/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice
- *Elements of Language*, Holt Rinehart, and Winston, 2003
- Zoom

Assessments:

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Keystone generated scoring rubrics
- Teacher generated scoring rubrics
- Teacher generated assessment tools

Curriculum Scope & Sequence

Planned Course: English 10

Unit: Unit 5: Author's Purpose

Time frame: 3-4 weeks

Common Core Standards 1.2.9-10.A-L, 1.3.9-10.A-C, 1.3.9-10.E-K, 1.4.9-10.P, 1.4.9-10.R-W, 1.5.9-10.A-C, 1.5.9-10.F-G, 1.5.9-10.L

Assessment Anchors: L.F.1.1-3, L.F.2.1-3, L.F.2.4-5, L.N.1.1-3, L.N.2.1-4

Essential content/objectives: At the end of the unit, students will be able to:

- Analyze how the author unfolds and develops a series of events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them through their reading of the Text Analysis Workshop in Unit Five, and The Plot Against People, by Russell Baker
- Analyze the cumulative impact of specific word choices on meaning and tone through their reading of the Text Analysis Workshop Unit Five, The Plot Against People, by Russell Baker
- Analyze in detail how an author's ideas or claims are developed by sentences, paragraphs or larger sections of the text through their reading of the Text Analysis Workshop Unit Five, Why Leaves turn Color in the Fall, by Diane Ackerman
- Determine an author's point of view or purpose in a text through their reading of the Text Analysis Workshop Unit Five; And of Clay Are We Created, by Isabel Allende; Why Leaves Turn Color in the Fall, by Diane Ackerman; The Plot Against People, by Russell Baker
- Determine the meaning of words and phrases as they are used in a text through their reading of Why Leaves turn Color in the Fall, by Diane Ackerman
- Students will practice Keystone paragraph writing

Core Activities: Students will complete/participate in the following:

- Complete the Text Analysis Workshop
- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques
- Engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words
- Extend their academic vocabulary through a variety of methods which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts
- Students will respond to a Keystone style writing prompt

Extensions:

- Students may be interested in reading further selections from this unit such as Blowup: What Went Wrong at Storm King Mountain, by Sebastian Junger, Searching for Summer, by Joan Aiken

Remediation:

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students
- Students may seek additional help from teachers before and after school as well as in the tutoring lab
- Students may be assigned to the tutoring lab for review or completion of assignments

Instructional Methods:

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials & Resources:

- Literature, Holt McDougal Teacher's Edition Grade 10
- Kami
- Storyboard That
- Kahoot/Quizziz/Blooket/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom

Assessments:

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Keystone generated scoring rubrics
- Teacher generated scoring rubrics
- Teacher generated assessment tools

Curriculum Scope & Sequence

Planned Course: English 10

Unit: Unit 8: Author's Style and Voice

Time frame: 3-4 weeks

Common Core Standards 1.2.9-10.A-L, 1.3.9-10.A-C, 1.3.9-10.E-K, 1.4.9-10.P, 1.4.9-10.R-W, 1.5.9-10.A-C, 1.5.9-10.F-G, 1.5.9-10.L

Assessment Anchors: L.F.1.1-3, L.F.2.1-5, L.N.1.1-3, L.N.2.1-4

Essential content/objectives: At the end of the unit, students will be able to:

- Read the Text Analysis Workshop Unit 8; The Pit and the Pendulum, by Edgar Allan Poe; Birches and Mending Wall, by Robert Frost; Only Daughter and Caramelo, by Sandra Cisneros
- Cite strong and thorough textual evidence to support inferences drawn from the text in their reading of The Pit and the Pendulum, by Edgar Allan Poe; Birches and Mending Wall, by Robert Frost; Only Daughter and Caramelo, by Sandra Cisneros
- Draw evidence from literary texts to support analysis in their reading of The Pit and the Pendulum & The Lake, by Edgar Allan Poe; Birches and Mending Wall, by Robert Frost; Only Daughter and Caramelo, by Sandra Cisneros
- Write a paper to analyze an author's use of tone and voice to support his or her purpose, or respond to a Keystone writing prompt.

Core Activities: Students will complete/participate in the following:

- Complete the Text Analysis Workshop
- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques
- Engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words
- Extend their academic vocabulary through a variety of methods which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts
- Students will respond to a Keystone style writing prompt

Extensions:

- Students may be interested in reading other works related to this unit such as Fitzgerald's Storm: The Wreck of the Edmund Fitzgerald, by Dr. Joseph MacInnis, The Boarded Window, by Ambrose Bierce, or There Are No Children Here, by Alex Kotlowitz

Remediation:

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students
- Students may seek additional help from teachers before and after school as well as in the tutoring lab
- Students may be assigned to the tutoring lab for review or completion of assignments

Instructional Methods:

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials & Resources:

- Literature, Holt McDougal Teacher's Edition Grade 10
- Kami
- Storyboard That
- Kahoot/Quizziz/Blooket/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom

Assessments:

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Keystone generated scoring rubrics
- Teacher generated scoring rubrics
- Teacher generated assessment tools

Curriculum Scope & Sequence

Planned Course: English 10

Unit: Unit 6: Making a Case: Argument and Persuasion

Time frame: 1-2 weeks

Common Core Standards: 1.2.9-10.A-L, 1.3.9-10.A-B, 1.3.9-10.F-G, 1.3.9-10.I-K, 1.4.9-10.A, 1.4.9-10.E, 1.4.9-10.G-L, 1.4.9-10.P, 1.4.9-10.S-T, 1.4.9-10.X, 1.5.9-10.B-E, 1.5.9-10.G, 1.5.9-10.L

Assessment Anchors: L.F.1.1-3, L.F.2.1-3, L.F.2.5, L.N.1.1-3, L.N.2.1-5

Essential content/objectives: At the end of the unit, students will be able to:

- Analyze how an author's claims are developed and refined by sentences, paragraphs, or larger portions of text through their reading of the Text Analysis Workshop in Unit Six; *Doing Nothing is Something*, by Anna Quindlen; *Abolishing the Penny Makes Good Sense*, by Alan S. Blinder
- Determine an author's purpose in a text and analyze how an author uses rhetoric through their reading of the Text Analysis Workshop
- Evaluate the argument and specific claims, assessing whether the reasoning is valid and the evidence is relevant and sufficient through their reading of the Text Analysis Workshop; *Doing Nothing is Something*, by Anna Quindlen; *Abolishing the Penny Makes Good Sense*, by Alan S. Blinder; *I Acknowledge Mine*, by Jane Goodall, and *Use of Animals in Biomedical Research*, by American Medical Association
- Analyze seminal U.S. documents of historical and literary significance through their reading of the Text Analysis Workshop
- Analyze nuances in the meaning of words with similar denotations through their reading of *Doing Nothing is Something*, by Anna Quindlen
- Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text through their reading of *Abolishing the Penny Makes Good Sense*, by Alan S. Blinder; *I Acknowledge Mine*, by Jane Goodall, and *Use of Animals in Biomedical Research*, by American Medical Association
- Write a Keystone paragraph or argumentative paper or project

Core Activities: Students will complete/participate in the following:

- Complete the Text Analysis Workshop
- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques
- Engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words
- Extend their academic vocabulary through a variety of methods which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests

- Complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts
- Students will respond to a Keystone style writing prompt

Extensions:

- Students may wish to read *Twelve Angry Men*, by Reginald Rose
- Students may wish to write an editorial for the school or local newspaper
- Students may wish to record an editorial video for the school's daily news broadcast
- Students may wish to participate in an in-class debate or participate in the school's debate league

Remediation:

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students
- Students may seek additional help from teachers before and after school as well as in the tutoring lab
- Students may be assigned to the tutoring lab for review or completion of assignments

Instructional Methods:

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials & Resources:

- Literature, Holt McDougal Teacher's Edition Grade 10
- Kami
- Storyboard That
- Kahoot/Quizziz/Blooket/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom

Assessments:

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Keystone generated scoring rubrics
- Teacher generated scoring rubrics
- Teacher generated assessment tools

Curriculum Scope & Sequence

Planned Course: English 10

Unit: Unit 7: Sound and Sense: The Language of Poetry

Time frame: 2-3 Weeks

Common Core Standards: 1.3.9-10.A-B, 1.3.9-10.E-G, 1.3.9-10.I-K, 1.4.9-10.A-F, 1.4.9-10.P, 1.4.9-10.R-U, 1.4.9-10.X, 1.5.9-10.A, 1.5.9-10.D, 1.5.9-10.F-G, 1.5.9-10.L

Assessment Anchors: L.F.1.1-3, L.F.2.1-3, L.F.2.5

Essential content/objectives: At the end of the unit, students will be able to:

- Determine the meaning of words and phrases as they are used in poetry and analyze the cumulative impact of specific word choices on the meaning of a poem through their reading of the Text Analysis Workshop in Unit Seven; There Will Come Soft Rains, by Sara Teasdale; Meeting at Night, by Robert Browning; The Sound of Night, by Maxine Kumin; Lord Randall, by Anonymous; Ballad/Balada, by Gabriele Mistral; Midwinter Blues, by Langston Hughes
- Analyze an author's choices concerning how to structure a poem through their reading of the Text Analysis Workshop, There Will Come Soft Rains, by Sara Teasdale; Meeting at Night, by Robert Browning; The Sound of Night, by Maxine Kumin; Sonnet 18, by William Shakespeare and Sonnet XXX of Fatal Interview, by Edna St. Vincent Millay; Lord Randall, an Anonymous Ballad; Ballad/Balada, by Gabriele Mistral; Midwinter Blues, by Langston Hughes
- Determine the central idea of a poem through their reading of Sonnet 18, by William Shakespeare and Sonnet XXX of Fatal Interview, by Edna St. Vincent Millay
- Read and comprehend poetry through their reading of the Text Analysis Workshop; There Will Come Soft Rains, by Sara Teasdale; Meeting at Night, by Robert Browning; The Sound of Night, by Maxine Kumin; Sonnet 18, by William Shakespeare and Sonnet XXX of Fatal Interview, by Edna St. Vincent Millay; Lord Randall, an Anonymous Ballad; Ballad/Balada, by Gabriele Mistral; Midwinter Blues, by Langston Hughes
- Draw evidence from poetry to support analysis and determine a theme as well as how it is refined by specific details through their reading of There Will Come Soft Rains, by Sara Teasdale; Meeting at Night, by Robert Browning; The Sound of Night, by Maxine Kumin
- Write a poetry literary analysis and/or original poems

Core Activities: Students will complete/participate in the following:

- Complete the Text Analysis Workshop
- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques
- Engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words

- Extend their academic vocabulary through a variety of methods which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts
- Students will respond to a Keystone style writing prompt

Extensions:

- Students may wish to pursue an author study by reading deeply of a poet's work that they read in class
- Students may wish to read other poems from Unit Seven including; Fifteen, by William Stafford; or I dwell in Possibility, by Emily Dickinson, and Piano, by DH Lawrence

Remediation:

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students
- Students may seek additional help from teachers before and after school as well as in the tutoring lab
- Students may be assigned to the tutoring lab for review or completion of assignments

Instructional Methods:

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials & Resources:

- Literature, Holt McDougal Teacher's Edition Grade 10
- Kami
- Storyboard That
- Kahoot/Quizziz/Blooket/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom

Assessments:

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Keystone generated scoring rubrics
- Teacher generated scoring rubrics
- Teacher generated assessment tools

Curriculum Scope & Sequence

Planned Course: English 10

Unit: Shakespearean Drama

Time frame: 3-4 weeks

State Standards 1.2.9-10.B, 1.2.9-10.F-H, 1.2.9-10.J, 1.2.9-10.L, 1.3.9-10.A-H, 1.3.9-10.J-K, 1.4.9-10.G-L, 1.5.9-10.A, 1.5.9-10.C-D

Assessment Anchors: L.F.1.1-3, L.F.2.1-5, L.N.1.1-2, L.N.2.1-2, L.N.2.5

Essential content/objectives: At end of the unit, students will be able to:

- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme through their reading of the Text Analysis Workshop and Julius Caesar, by William Shakespeare
- Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time to create effects such as mystery, tension, or surprise through their reading of the Text Analysis Workshop and Julius Caesar, by William Shakespeare
- Analyze how an author draws on and transforms source material in a specific work through their reading of the Text Analysis Workshop and Julius Caesar, by William Shakespeare
- Read and comprehend dramas through their reading of the Text Analysis Workshop and Julius Caesar, by William Shakespeare
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text through their reading of Julius Caesar
- Determine the central idea of a text through their reading of Julius Caesar
- Determine the figurative and connotative meanings of words and phrases as they are used in the text through their reading of Julius Caesar
- Analyze various accounts of a subject told in different mediums through their reading of Julius Caesar
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric through their reading of Julius Caesar

Core Activities: Students will complete/participate in the following:

- Complete the Text Analysis Workshop
- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques
- Engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words
- Extend their academic vocabulary through a variety of methods which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests

- Complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts

Extensions:

- Students may be interested in reading other Shakespearean tragedies such as Antony and Cleopatra or Hamlet. Or, they may be interested in reading The Ides of March, by Thornton Wilder, which is a work of fiction that relates to the reign and assassination of Julius Caesar

Remediation:

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students
- Students may seek additional help from teachers before and after school as well as in the tutoring lab
- Students may be assigned to the tutoring lab for review or completion of assignments

Instructional Methods:

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials & Resources:

- Literature, Holt McDougal Teacher's Edition Grade 10
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- Storyboard That
- Kahoot/Quizziz/Blooket/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom

Assessments:

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Keystone generated scoring rubrics
- Teacher generated scoring rubrics
- Teacher generated assessment tools