

**Course Title: CP English 10**

**Topic/Concept: Motivation**

**Time Allotment: approx. 5 weeks**

**Unit Sequence: 1**

**Major Concepts to be learned:**

1. Different people are motivated by different methods, and so are characters in short fiction.
2. Recognizing run ons and fragments and complete sentences, and making fixes.
3. Great literature is universal and reflects real life.
4. Motivations may be positive or negative and lead to positive or negative results.
5. Principles of motivation may also be applied to persuasive writing and speaking.

**Expected Skills to be demonstrated:**

1. Knowledge of literary vocabulary: exposition, rising action, climax, falling action, denouement/resolution; foreshadow, flashback.
2. Using details from the text to prove a thesis.
3. Apply literary vocabulary to short fiction and nonfiction in order to find examples.
4. Learn to picture reading like a movie--the importance of reading for detail.
5. Learning to spot run ons and fragments in their own writing and to correct them in a variety of ways

**PA Standards/Anchors:**

**Eligible Content:**

R.11.A.2.3  
R.11.A.2  
R.11.A.2.4  
R.11.A.1.4  
R.11.A.1

- R.11.A.1.4.1
- R.11.A.2.3.2
- R.11.A.2.4.1
- R.11.A.2.4.1
- R.11.A.1.3
- R.11.A.2.3.1

**Instructional Strategies:**

**Assessments:**

Cooperative groups	Group discussion	Plot triangles
Performance task	Written work	Commercials
Oral presentation	Graphic organizers	Reader response
Summarizing	Evaluating	Revising essays
Specific Reading	movie storyboard	

- Pop quizzes on reading for detail
- Essay with detail; revising and resubmitting with added detail and eliminating run ons and fragments
- Create a product and prepare a commercial to motivate people to purchase the product
- Test on motivational literature
- Run on and fragment quiz

**Course Title:** CP English 10

**Topic/Concept:** Antigone

**Time Allotment:** approx. 4 weeks

**Unit Sequence:** 2

**Major Concepts to be learned:**

1. Universality of Greek theater and its characters and issues
2. Basic elements of Greek theater
3. Drawing inferences about character through dialogue and action
4. Summarizing plot
5. Vocabulary in context

**Expected Skills to be demonstrated:**

1. Reading aloud with emotion by following punctuation clues.
2. Summarizing the poetic text.
3. Using textual support in character analysis and theme and imagery.
4. Knowledge of terms and structure in early drama.
5. Learning to use context clues, footnotes to assist in understanding new vocabulary.

**PA Standards/Anchors:**

**Eligible Content:**

R.11.A.1.1-3, 5	<ul style="list-style-type: none"><li>• R.11.A.1.1.2</li><li>• R.11.A.1.3.1</li><li>• R.11.A.1.5.1</li></ul>	<ul style="list-style-type: none"><li>• R.11.A.1.2.2</li><li>• R.11.A.1.3.2</li><li>• R.11.B.1.1.1</li></ul>
R.11.B.1.1		

**Instructional Strategies:**

**Assessments:**

Cooperative groups	Lecture	<ul style="list-style-type: none"><li>• Quizzes on reading</li><li>• One page written response evaluating play,</li><li>• Punctuation homework and test</li><li>• Presentation: choice</li><li>• Test on Antigone</li></ul>
Group discussion	Performance task	
Student Journals	Role Play	
Oral presentation	Note Taking	
Summarizing	Specific Reading	
Vocabulary handouts	Read aloud	
Selected lit book questions,	Read and compare play critiques	

**Course Title:** CP English 10

**Topic/Concept:** Propaganda and commercials

**Time Allotment:** 1 1/2 weeks

**Unit Sequence:** 3

**Major Concepts to be learned:**

1. We are persuaded by both truthful and nontruthful techniques every day.
2. Identifying these techniques as they are used in commercials is one way to become more aware of them.
3. Using propaganda techniques can help a person be more persuasive.
4. Giving a speech does not have to be a scary, stiff experience.

**Expected Skills to be demonstrated:**

1. Creativity in inventing a product and concept to sell it.
2. Ability to incorporate at least 2 propaganda techniques in their script.
3. Appropriate enthusiasm and preparation for commercial.
4. Ability to apply 6 types of propaganda to commercials on TV and ones performed in class.

**PA Standards/Anchors:**

**Eligible Content:**

1.5.11 1.6.11	<ul style="list-style-type: none"><li>• 1.5.11 C</li><li>• 1.6.11 D</li><li>• 1.6.11. E</li><li>• 1.6.11.F</li></ul> <ul style="list-style-type: none"><li>• 1.6.11 C</li></ul>
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**Instructional Strategies:**

**Assessments:**

Cooperative groups Group discussion Performance task Written work Oral presentation Evaluating	<ul style="list-style-type: none"><li>• Worksheet on propaganda techniques</li><li>• Commercial with script and memorized presentation</li></ul>
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**Course Title:** CP English 10

**Time Allotment:** approx. 6 weeks

**Topic/Concept:** Family heritage/Legacy literature

**Unit Sequence:** 4

**Major Concepts to be learned:**

1. Family heredity, environment impacts the person you become.
2. Characters are impacted by their past events and heredity too.
3. Your legacy can be both positive and negative and may include big ideas as well as minor things.
4. Drawing inferences about direct and indirect character traits
5. Emotional writing requires using sensory details

**Expected Skills to be demonstrated:**

1. The knowledge of how character is established through indirect and direct means.
2. The ability to find examples to show how dialogue/dialect contributes to character.
3. The ability to locate and explain the importance of sensory clues in memory literature
4. Compare/contrast characters to themselves and their lives.
5. The ability to predict the future for characters based on clues from the past

**PA Standards/Anchors:**

**Eligible Content:**

R.11.A.1  
R.11.A.2  
R.11.B.1  
R.11.B.2

- R.11.A.1.3.1
- R.11.A.1.3.2
- R.11.B.1.1.1
- R.11.B.2.1.1
- R.11.A.1.4.1
- R.11.A.1.6.2
- R.11.A.2.3.1
- R.11.A.2.3.2

**Instructional Strategies:**

**Assessments:**

Cooperative groups	Lecture	Writing a sequel
Group discussion	Performance task	
Research	Student Journals	
Written work	Role Play	
Note Taking	Summarizing	
Evaluating	Specific Reading	
Watching selections of "A Raisin in the Sun"		
Jackdaw project--written work plus 3 examples of their family legacy using details and the senses		

- Pop quizzes on reading plus reader response journals for each short story
- Assessment with short reading passage
- Jackdaw
- Creative and appropriate dramatic sequel
- Test on "A Raisin in the Sun"

**Course Title:** CP English 10

**Topic/Concept:** What do you want your future to look like?

**Time Allotment:** approx. 6 weeks

**Unit Sequence:** 5

**Major Concepts to be learned:**

1. What is utopian literature and what is the author's purpose in writing it
2. How are the elements explored in utopian literature reflected in today's society
3. What aspects of this literature would make our world a better place?

**Expected Skills to be demonstrated:**

1. Use subject verb and pronoun antecedent correctly.
2. Compare our world with the imaginary worlds created in utopian literature.
3. Support their opinions based on the text and their life experiences.
4. Infer themes and character traits from the text
5. Understand the the importance of and locate examples of satire, parody, allusion

**PA Standards/Anchors:**

**Eligible Content:**

R.11.A.1  
R.11.B.1  
R.11.B.2

- R11.A.1.3.1
- R11.A.1.3.2
- R11.A.1.4.1
- R11.A.1.5.1
- R11.A.1.6.1
- R11.B.1.1.1
- R11.B.2.1.1
- R11.B.2.1.2

**Instructional Strategies:**

**Assessments:**

Cooperative groups      Group discussion  
Performance task      Research  
Written work      Hands-on activity  
Note Taking      Summarizing  
Evaluating      Specific Reading  
Short story packets      Debates  
Brave New World technology project choice

- Pop quizzes on reading
- Test on BNW
- Quiz on subject/verb and pronoun/antecedent agreement
- Final resubmission of opposite sex essay
- 1 page evaluation of appropriateness of the novel
- Short story packets
- Technology project choice--comic strip, sequel, reseach report, thematic photo story, or movie trailer

**Course Title:** CP English 10

**Topic/Concept:** Research Paper

**Time Allotment:** approx.4 weeks

**Unit Sequence:** 6

**Major Concepts to be learned:**

1. Knowledge and practice of the steps in the process of collecting and presenting research.
2. The ability to formulate a thesis and support it with researched facts, quotes, statistics, stories and personal views.
3. Practical use of MLA style.
4. The use of the Internet and the ability to evaluate available resources on the web for appropriateness and scholarly merit.
5. What plagiarism is and what steps they can take to avoid this type of literary theft.

**Expected Skills to be demonstrated:**

1. Students will choose and narrow a topic that stems from earlier literature studied into an arguable thesis.
2. Students will research using books and the web at least 5 sources on their subject, taking notes on notecards appropriately. They will also take down proper bibliographic information. They will be taught how to evaluate web sites.
3. Students will know the difference and the advantages and disadvantages to summarizing, paraphrasing, and direct quoting a source.
4. Students will know what plagiarism is and how to prevent it from happening in their own papers.
5. Students will organize researched material and their own ideas into a formal, typed, 5-7 page research paper with in paper citation and documentation.

**PA Standards/Anchors:**

**Eligible Content:**

R11.A.2	• R11.A.2.1.2	• R11.A.2.3.1
R11.B.1	• R11.A.2.3.2	• R11.A.2.4.1
R11.B.2	• R11.A.2.5.1	• R11.B.1.1.1
R11.B.3	• R11.B.1.2.1	• R11.B.3.1.1
	• R11.B.3.2.1	• R11.B.3.3.3

**Instructional Strategies:**

**Assessments:**

Lecture	Research	Notecards	• Topic check
Written work	Hands-on activity		• Notecard and bib card check (minimum of 50)
Note Taking	Summarizing		• Outline and thesis check
Outlining	Evaluating		• Rough draft check
Specific Reading	Laptop computer research		• Final copy of 5-7 page research paper with MLA style citations and work cited
Teacher created handouts			

**Course Title: CP English 10**

**Topic/Concept: A Separate Peace**

**Time Allotment: 3-4 weeks**

**Unit Sequence: 7**

**Major Concepts to be learned:**

1. Appreciation for the culture of WW II era.
2. Universality of conflict.
3. How to write a proper analytical essay
4. How to draw inferences from characters' actions and dialogue

**Expected Skills to be demonstrated:**

1. Independent reading.
2. Drawing inferences.
3. Comparing and contrasting characters in the book with each other.
4. Comparing and contrasting characters and situations in the book with real people.
5. Writing a proper analytical essay.

**PA Standards/Anchors:**

**Eligible Content:**

1.1.11  
1.3.11  
1.4.11

- 1.1.11.C-E, G, H
- 1.3.11.A, B, F
- 1.4.11.B
- 1.5.11.A-C

**Instructional Strategies:**

**Assessments:**

Cooperative groups      Group discussion  
Performance task      Student Journals  
Written work      Summarizing  
Evaluating      Specific Reading  
Silent discussion  
Watching snippets of A Fiddler on the Roof

- Pop quizzes
- Analytical essay
- Test
- Journals

**Course Title: CP English 10**

**Topic/Concept: Poetry**

**Time Allotment: approx. 1 1/2 weeks**

**Unit Sequence: 8**

**Major Concepts to be learned:**

1. Major types of poetry, their definitions and examples.
2. How to analyze a poem on one's own.
3. How to write poetry.
4. What makes good poetry
5. Review of poetic terms.

**Expected Skills to be demonstrated:**

1. Knowledge of literary vocabulary as it relates poetry.
2. Steps to analyzing poems.
3. Ability to classify poems into types
4. Ability to use text to back up inferences and assertions
5. Evaluation of poetry
6. Ability to write poems of several types

**PA Standards/Anchors:**

**Eligible Content:**

1.1.11  
1.2.11  
1.3.11  
1.4.11  
1.6.11

- 1.1.11 H
- 1.2.11.C
- 1.3.11 A, B, C, D, and F
- 1.4.11.A
- 1.6.11.D

**Instructional Strategies:**

**Assessments:**

Cooperative groups	Lecture
Group discussion	Student Journals
Written work	Oral presentation
Summarizing	Evaluating
Specific Reading	Creative writing

- Poetry quiz
- Poetry test
- Poetry portfolio

**Course Title:** CP English 10

**Topic/Concept:** As You Like It

**Time Allotment:** approx. 3 weeks

**Unit Sequence:** 9

**Major Concepts to be learned:**

1. Literal understanding of a Shakespearean comedy
2. Emotional understanding of this play
3. Literary understanding of the play

**Expected Skills to be demonstrated:**

1. Putting Elizabethan language into their own words.
2. Relating to the characters and making connections between modern life.
3. Learning drama vocabulary as it relates to Elizabethan theater and poetry.

**PA Standards/Anchors:**

**Eligible Content:**

R.11.1  
R.11.2  
R.11.3  
R.11.6

- R. 11. 1.1 G
- R.11.1.1.H
- R.11.1.2. B
- R.11.1.3. A,B, C,D, E, F

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Lecture  
Group discussion  
Student Journals  
Summarizing  
Specific Reading

- Guided reading comprehension package
- Journal entries
- Quizzes and tests