



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: College Prep English 10 Honors

Grade Level(s): 10

Units of Credit: 1

Classification: Required

Length of Course: Full Year

Periods Per Cycle: 6

Length of Period: 40 minutes

Total Instructional Time: 120 hours

Course Description

This course offers a similar structural approach as that of *College Prep English 10* (see below) but will require further in-depth analysis of the literature and history of the world, a more extensive written output, and a greater understanding of grammatical structure. Students are required to type or computer generate all final pieces of writing. **Prerequisite: Honors Program Criteria**

College Prep English 10 focuses on developing communication skills necessary for post-secondary education. World literature, a survey of all literary genres, is designed to expose students to literature from a variety of cultures throughout history. Other course objectives are to expand vocabulary and develop writing skills with emphasis on exposition and applied grammar.

Instructional Strategies, Learning Practices, Activities, and Experiences

Bell Ringers

Teacher Demonstrations

Guided Individual Practice

Guided Group Practice

Independent Reading

Homework

Flexible Groups

Constructed Response

Timed Essay Response

Literature Keystone Exam Preparation

SAT Reading and Writing Practice

Assessments

Quizzes

Tests

Journals

Essays

Research Paper

Independent Project

Group Projects

Homework Checks

Materials/Resources

Elements of Literature: Level 4

Holt, Rinehart and Winston

Elements of Language: Level 4

Holt, Rinehart and Winston

Teacher-generated Materials

Additional Resources to be Determined

Adopted: 8/16/89

Revised: 9/3/91; 8/19/98; 10/04; 8/16/10; 5/19/14; 2/11/15; 5/23/22

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Short Story Unit</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • 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. <p>Standards:</p> <p>CC.1.3.9-10.A 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.</p> <p>CC.1.3.9-10.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.</p> <p>CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.5.9-10.A 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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Poetry</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Identify and understand the use of figurative language. • Identify a poem's tone / mood / and a poet's style. • Identify a poem's theme. • Identify the use of allusion in a poem. • Understand the TPCASTT method of poetry analysis. <p>Standards:</p> <p>CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.4.9-10.O 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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Nonfiction (Memoir)</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • 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. <p>Standards:</p> <p>CC.1.2.9-10.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; provide an objective summary of the text.</p> <p>CC.1.2.9-10.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.</p> <p>CC.1.2.9-10.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.</p> <p>CC.1.2.9-10.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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.9-10.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.</p> <p>CC.1.2.9-10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.5.9-10.A 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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Drama</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • 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. • Understand relevant contextual vocabulary. • Understand the ideals of feminism and the Cult of Domesticity. <p>Standards:</p> <p>CC.1.3.9-10.A 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.</p> <p>CC.1.3.9-10.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.</p> <p>CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.5.9-10.A 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.</p>

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<p>Epic and Drama</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Identify elements of drama (dialogue, aside, soliloquy, catharsis, and 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. • Understand relevant contextual vocabulary. • Understand / recall select Greek gods / goddesses. • Understand Greek custom. <p>Standards:</p> <p>CC.1.3.9-10.A 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.</p> <p>CC.1.3.9-10.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.</p> <p>CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.5.9-10.A 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.</p>

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<p>Grammar</p> <p>Writing</p> <ul style="list-style-type: none"> • Constructed Responses • Literary Analyses • Autobiographical Narrative • Expository Writing 	<p>Standards: CC.1.4.9-10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>Standards: 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, 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; include graphics and multimedia when useful to aiding comprehension. 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 an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • 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. <p>CC.1.4.9-10.K 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.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Vocabulary</p>	<p>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. CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools. CC.1.3.9-10.J 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.</p>

<p>Novel</p>	<p>Objectives:</p> <ul style="list-style-type: none">• 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.• Understand relevant contextual vocabulary. <p>Standards:</p> <p>CC.1.3.9-10.A 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.</p> <p>CC.1.3.9-10.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.</p> <p>CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.5.9-10.A 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.</p>
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