Catasauqua Area School District
Planned Course of Study

Course Title: English II

Grade Level(s): 10

Text: Novels, short stories, nonfiction articles, plays, poems, and writing assignments

Course Description

The Tenth Grade English II course at Catasauqua Area School District has been structured to refine the achievement of literary analysis with an emphasis on the mastery of skills in the four major areas of language: listening, speaking, reading, and writing. Students enrolled in the Tenth Grade English II course will be exposed to a variety of literary texts, including fiction and non-fiction short stories, poems, novels, a play, and a research project. Students will also be immersed in a rigorous amount of Keystone Test preparation in which they will develop and practice the literary and reading comprehension skills essential to the achievement of proficiency.

Essential Questions

How do strategic readers create meaning from informational and literary text?
What is this text really about?
How do readers know what to believe?
How does what readers read influence how they should read it?
How does a reader's purpose influence how text should be read?

How do readers know what to believe in what they read, hear, and view?
How does interaction with text provoke thinking and response?

What do good listeners do?
How do active listeners make sense?
How do active listeners know what to believe in what they hear?

How do tasks, purpose, and audience influence how speakers craft and deliver a message?
How do speakers employ language and utilize resources to effectively communicate a message?

What does a reader look for, and how can s/he find it?
How does a reader know a source can be trusted?
How does one organize and synthesize information from various sources?
How does one best present findings?

What makes clear and effective writing?
Why do writers write? What is the purpose?
Who is the audience? What will work best for the audience?

How do learners make decisions concerning formal and informal language in social and academic settings?
How do grammar and the conventions of language influence spoken and written communication?

Why learn new words?
What strategies and resources does the learner use to figure out unknown vocabulary?
How does one develop and refine vocabulary?

Reading Informational Text Competencies

- 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.
- 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.
- 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 drawn between them.
- Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- Analyze how words and phrases shape meaning and tone in texts.
- 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.
- Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
- Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
- 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.
- 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.
- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Reading Literature Text Competencies

- 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.
- 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.
- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- Analyze how words and phrases shape meaning and tone in texts.
- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- 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.
- 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.
- Read and comprehend literary fiction on grade level, reading independently and proficiently.

Writing Competencies

- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- Write with a sharp, distinct focus identifying topic, task, and audience.
- 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.
- 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.
- 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.
- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Write arguments to support claims in an analysis of substantive topics.
- Write with a sharp, distinct focus identifying topic, task, and audience. • Introduce the precise claim.
- 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.
- Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
- 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.
- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Write narratives to develop real or imagined experiences or events.
- 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.
- Use narrative techniques such as dialogue, description, reflection, multiple plot lines, 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.
- Create a smooth progression of experiences or events using various 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.
- 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.
- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- 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.
- 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.

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening Competencies

- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
- 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.
- Adapt speech to a variety of contexts and tasks.
- Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

Career Awareness, Career Education, & Focus on Employability Skills

Students will develop an awareness of personal abilities, skills, interests, and motivations when completing assignments and projects throughout the semester.

Students will learn how to interact and work cooperatively in large/small groups when completing specific projects within a given unit.

Students will understand the importance of planning when it comes to budgeting their time for the completion of assignments.

Students will use time- and task-management skills effectively to navigate timelines and meet specific due dates.

Catasauqua Area School District
Course Title: English II Applied, College Prep, and Honors
Grade Level: 10th

Course Syllabus

Course Content Applied	Tentative Timeframe	Assessment Anchors	State Standards
1. Criminal Drama a. *12 Angry Men* (Reginald Rose) - Drama	2.5 Weeks	L.F.1.2.3 L.F.1.3.1 L.F.1.3.2 L.F.2.1.1 L.F.2.1.2 L.F.2.2.4	CC.1.3.9–10.A CC.1.3.9–10.C CC.1.3.9-10.F CC.1.3.9–10.H CC.1.3.9–10.I CC.1.3.9–10.J

		L.F.2.3.1 L.F.2.3.3 L.F.2.3.4 L.F.2.5.1 L.F.2.5.3	CC.1.3.9-10.K CC.1.4.9-10.G CC.1.5.9-10.A
2. Research Project a. Informational: *Traditions*	4 Weeks	L.N.1.3.2 L.N.2.1.2 L.N.2.5.3	CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.C CC.1.4.9-10.D CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.S CC.1.4.9-10.T CC.1.4.9-10.U CC.1.4.9-10.V CC.1.4.9-10.W CC.1.4.9-10.X
3. Coming-of-Age a. *A Separate Peace* (John Knowles) - Novel	4 Weeks	L.F.1.2.3 L.F.1.3.1 L.F.1.3.2 L.F.2.1.1 L.F.2.1.2 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.F.2.4.1 L.F.2.5.1	CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.D CC.1.3.9-10.H CC.1.3.9-10.I CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.B CC.1.4.9-10.F CC.1.5.9-10.A CC.1.5.9-10.C CC.1.5.9-10.F CC.1.5.9-10.G
4. Satire & Irony a. "The Interlopers" (Saki) - Short Story b. "Body Ritual Among the Nacirema" (Horace Miner) - Short Story c. "Lamb to the Slaughter" (Roald Dahl) - Short Story	1.5 Weeks	L.F.1.2.3 L.F.1.3.1 L.F.1.3.2 L.F.2.1.1 L.F.2.1.2 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.F.2.4.1 L.F.2.5.1	CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.D CC.1.3.9-10.H CC.1.3.9-10.I CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.B CC.1.4.9-10.F
5. Fantasy / Supernatural a. "Monkey's Paw" (W.W. Jacobs) - Short Story b. "The Devil and Tom Walker" (Washington Irving) - Short Story c. "The Curious Case of Benjamin Button" (F. Scott Fitzgerald) - Short Story d. "The Leprechaun" (William Allingham) - Poem e. "Annabel Lee" (Edgar Allan Poe) - Poem f. "Because I could not stop for death" (Emily Dickinson) - Poem	2.5 Weeks	L.F.1.1.3 L.F.1.2.1 L.F.1.2.3 L.F.1.3.1 L.F.1.3.2 L.F.2.1.2 L.F.2.2.1 L.F.2.2.3 L.F.2.2.4 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.5.1	CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.D CC.1.3.9-10.I CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.F CC.1.4.9-10. CC.1.4.9-10.O CC.1.4.9-10.S

Course Content College Prep	Tentative Timeframe	Assessment Anchors	State Standards
1. Historical a. *Julius Caesar* (William Shakespeare) - Drama b. *Night* (Elie Wiesel) - Novel	5 Weeks	L.F.1.2.3 L.F.1.3.2 L.F.2.1.1 L.F.2.1.2 L.F.2.2.2 L.F.2.2.4 L.F.2.3.1 L.F.2.3.3 L.F.2.4.1 L.F.2.5.1 L.F.2.5.3 L.N.1.1.1 L.N.1.1.3 L.N.1.3.2 L.N.2.1.2 L.N.2.2.2 L.N.2.3.6	CC.1.2.9-10.B CC.1.2.9-10.D CC.1.2.9-10.K CC.1.2.9-10.L CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.I CC.1.3.9-10.K CC.1.5.9-10.A
2. Research Paper a. Informational: *Historical*	3 Weeks	L.N.1.3.2 L.N.2.1.2 L.N.2.5.3	CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.C CC.1.4.9-10.D CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.S CC.1.4.9-10.T CC.1.4.9-10.U CC.1.4.9-10.V CC.1.4.9-10.W CC.1.4.9-10.X
3. Coming-of-Age a. *A Separate Peace* (John Knowles) - Novel	2 Weeks	L.F.1.2.3 L.F.1.3.1 L.F.1.3.2 L.F.2.1.1 L.F.2.1.2 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.F.2.4.1 L.F.2.5.1	CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.D CC.1.3.9-10.H CC.1.3.9-10.I CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.B CC.1.4.9-10.F CC.1.5.9-10.A CC.1.5.9-10.C CC.1.5.9-10.F CC.1.5.9-10.G
4. Satire & Irony a. "The Interlopers" (Saki) - Short Story b. "Body Ritual Among the Nacirema" (Horace Miner) - Short Story c. "Lamb to the Slaughter" (Roald Dahl) - Short Story d. "The Cask of Amontillado" (Edgar Allan Poe) - Short Story	2 Weeks	L.F.1.2.3 L.F.1.3.1 L.F.1.3.2 L.F.2.1.1 L.F.2.1.2 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5	CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.D CC.1.3.9-10.H CC.1.3.9-10.I CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.B CC.1.4.9-10.F

		L.F.2.3.6 L.F.2.4.1 L.F.2.5.1	
5. Poetry a. Varying authors & dates	2 Weeks	L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4 L.F.1.3.1 L.F.2.1.1 L.F.2.2.4 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.F.2.5.1 L.F.2.5.2	CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.D CC.1.3.9-10.F CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.R CC.1.5.9-10.A CC.1.5.9-10.D
Course Content **Honors**	**Tentative Timeframe**	**Assessment Anchors**	**State Standards**
1. Historical a. *Julius Caesar* (William Shakespeare) - Drama	1.5 Weeks	L.F.1.2.3 L.F.1.3.2 L.F.2.1.1 L.F.2.1.2 L.F.2.2.2 L.F.2.2.4 L.F.2.3.1 L.F.2.3.3 L.F.2.4.1 L.F.2.5.1 L.F.2.5.3 L.N.1.1.1 L.N.1.1.3 L.N.1.3.2 L.N.2.1.2 L.N.2.2.2 L.N.2.3.6	CC.1.2.9-10.B CC.1.2.9-10.D CC.1.2.9-10.K CC.1.2.9-10.L CC.1.3.9-10.B C.1.3.9-10.C CC.1.3.9-10.I CC.1.3.9-10.K CC.1.5.9-10.A
2. Research Paper a. Informational: *Historical*	2 Weeks	L.N.1.3.2 L.N.2.1.2 L.N.2.5.3	CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.C CC.1.4.9-10.D CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.S CC.1.4.9-10.T CC.1.4.9-10.U CC.1.4.9-10.V CC.1.4.9-10.W CC.1.4.9-10.X
3. Coming-of-Age a. *To Kill a Mockingbird* (Harper Lee) - Novel b. *The Lord of the Flies* (William Golding) - Novel	6 Weeks	L.F.1.2.3 L.F.1.3.1 L.F.1.3.2 L.F.2.1.1 L.F.2.1.2 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4	CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.D CC.1.3.9-10.H CC.1.3.9-10.I CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.B

		L.F.2.3.5 L.F.2.3.6 L.F.2.4.1 L.F.2.5.1	CC.1.4.9-10.F CC.1.5.9-10.A CC.1.5.9-10.C CC.1.5.9-10.F CC.1.5.9-10.G
4. Satire & Irony a. "Lamb to the Slaughter" (Roald Dahl) - Short Story b. "The Cask of Amontillado" (Edgar Allan Poe) - Short Story c. "Body Ritual Among the Nacirema" (Horace Miner) - Short Story	1 Week	L.F.1.2.3 L.F.1.3.1 L.F.1.3.2 L.F.2.1.1 L.F.2.1.2 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.F.2.4.1 L.F.2.5.1	CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.D CC.1.3.9-10.H CC.1.3.9-10.I CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.B CC.1.4.9-10.F
5. Poetry a. Varying authors & dates	1. 5 Weeks	L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4 L.F.1.3.1 L.F.2.1.1 L.F.2.2.4 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.F.2.5.1 L.F.2.5.2	CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.D CC.1.3.9-10.F CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.R CC.1.5.9-10.A CC.1.5.9-10.D
6. Tragedy a. *The Great Gatsby* - Novel	2 Weeks	L.F.1.1.3 L.F.1.2.3 L.F.1.3.1 L.F.1.3.2 L.F.2.1.1 L.F.2.1.2 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.F.2.5.1 L.N.2.5.3	CC.1.2.9-10.L CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.D CC.1.3.9-10.F CC.1.3.9-10.I CC.1.3.9-10.K CC.1.4.9-10.F CC.1.4.9-10.G CC.1.4.9-10.U CC.1.5.9-10.A CC.1.5.9-10.F

Teaching Strategies Utilized

● Classroom Discussion ● Read Aloud ● Essays ● Canvas Writing Assignments ● Large/small group activities	● Graphic Organizers ● Class Presentations ● Canvas Discussion Boards ● Modeling ● Review Games

Catasauqua Area School District
Unit Title: Criminal Drama
Grade Level: 10 Applied

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
The student will be able to: 1. Determine the difference between the different types of trials and juries. 2. Identify the varying aspects of juries and jury selection. 3. Use the critical criminal and drama-related terms. 4. Reflect and respond to age-appropriate text and questions. 5. Identify the characteristics of a drama. 6. Understand and demonstrate proper methods of citing from a drama.	K K AP AP K AP	1. Criminal Drama Packet ○ United States Jury System Worksheet ○ United States Capital Punishment Worksheet ○ Legal Terms, Stage Terms, Literary Terms & Vocabulary Activity ○ Juror / Character List ○ Play diagrams ○ Act 1-3 Discussion Questions ○ Act 1-3 Evidence Boards 2. Jury Duty & Capital Punishment Google Slides Presentation 3. Bias Activity Handout 4. Unit Review Worksheet 5. Unit Test	1. Discussion questions 2. Evidence board project and Bias project 3. Unit Test	L.F.1.2.3 L.F.1.3.1 L.F.1.3.2 L.F.2.1.1 L.F.2.1.2 L.F.2.2.4 L.F.2.3.1 L.F.2.3.3 L.F.2.3.4 L.F.2.5.1 L.F.2.5.3	CC.1.3.9–10.A CC.1.3.9–10.C CC.1.3.9-10.F CC.1.3.9–10.H CC.1.3.9–10.I CC.1.3.9–10.J CC.1.3.9-10.K CC.1.4.9-10.G CC.1.5.9-10.A

Resources/Materials

1. iPad
2. Digital & Print Version of *12 Angry Men*
3. Kahoot App
4. Google Slides / Canva
5. Play props: knife, apartment diagram, tissue, cough drop
6. Pen, pencil, notebook, folder

Interdisciplinary Relationships & 21st Century Skills

- Students will learn about cross-curriculum concepts from History and Social Science (Jury Duty, Court, 1950s capital punishment).
- Students will use technology (iPads) to research, write, and formulate comprehension answers to questions and produce projects.

Catasauqua Area School District
Unit Title: Fantasy / Supernatural
Grade Level: 10 Applied

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
The student will be able to: 1. Determine the similarities and differences between fantasy and supernatural literature. 2. Analyze different modes of fantasy and supernatural literature and determine the components in them which place them into that category. 3. Determine the theme of each text and analyze in detail its development over the course of the text. 4. Apply previous knowledge of literary devices to identify and use literary devices from the unit. 5. Explain the meaning of content specific vocabulary from the unit and use the terms in writing. 6. Reflect and respond to age-appropriate text and questions.	K AP K M K AP M	1. Fantasy and Supernatural POETRY Packet ○ "The Leprechaun" Activities (Literary Terms, Literary Terms Practice, Vocabulary, Discussion Questions) ○ "Annabel Lee" Activities (Author Page, Literary Terms, Literary Terms Practice, Vocabulary, Discussion Questions) ○ "Because I could not stop for death" Activities (Author Page, Literary Terms, Literary Terms Practice, Vocabulary, Discussion Questions) Fantasy and Supernatural SHORT STORY Packet ○ "The Monkey's Paw" Activities (Anticipation Guide, Literary Terms, Literary Terms Practice, Vocabulary, Character Chart, Discussion Questions) ○ "The Devil and Tom Walker" Activities (Literary Terms, Literary Terms Practice, Vocabulary, Character Chart, Discussion Questions)	1. Discussion Questions 2. Literary Terms Practice Worksheet 3. Writing Assignment Project	L.F.1.1.3 L.F.1.2.1 L.F.1.2.3 L.F.1.3.1 L.F.1.3.2 L.F.2.1.2 L.F.2.2.1 L.F.2.2.3 L.F.2.2.4 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.5.1	CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.D CC.1.3.9-10.I CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.F CC.1.4.9-10. CC.1.4.9-10.O CC.1.4.9-10.S

		○ "The Curious Case of Benjamin Button" Activities (Author Page, Vocabulary, Character Chart, Discussion Questions) Fantasy & Supernatural Guided Notes Worksheet Writing Assignment Project Handout			

Resources/Materials

1. iPad
2. Digital & Print Version of *all stories and poems*
3. Kahoot App
4. Google Slides / Canva
5. Fantasy & Supernatural NEARPOD Presentation
6. Pen, pencil, notebook, folder

Interdisciplinary Relationships & 21st Century Skills

- Students will use technology (iPads) to research, write, and formulate comprehension answers to questions and produce projects.
- Students will learn about cross-curriculum concepts from Pop Culture/Society (Society and Aging) and History (1950s lifestyle).

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
The student will be able to: 1. Apply previous knowledge of literary devices to identify and use literary devices from the unit. 2. Produce a comparison and contrast of the idyllic American Dream from the 1920s to their own and to characters from the novel. 3. Explain the components of typical life during the 1920s. 4. Analyze major symbols from the novel and explain them in depth. 5. Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. 6. Reflect and respond to age appropriate text and questions.	M AP K AP AP M	1. *The Great Gatsby* Packet ○ Literary Terms Worksheet ○ American Dream Worksheet & Project Sheet ○ Biographical Sketch Worksheet ○ 1920's Project Handout ○ Character Chart ○ Symbolism Worksheet ○ Discussion Questions 2. *The Great Gatsby* Unit Test	1. Discussion Questions 2. Literary Term Novel Examples Worksheet 3. American Dream Project 4. 1920's Project 5. Symbolism Worksheet 6. Unit Test	L.F.1.1.3 L.F.1.2.3 L.F.1.3.1 L.F.1.3.2 L.F.2.1.1 L.F.2.1.2 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.F.2.5.1 L.N.2.5.3	CC.1.2.9-10.L CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.D CC.1.3.9-10.F CC.1.3.9-10.I CC.1.3.9-10.K CC.1.4.9-10.F CC.1.4.9-10.G CC.1.4.9-10.U CC.1.5.9-10.A CC.1.5.9-10.F

Resources / Materials

1. iPad
2. Digital & Print Version of *The Great Gatsby*
3. Kahoot App
4. Google Slides / Canva
5. Padlet
6. Pen, pencil, notebook, folder

Interdisciplinary Relationships & 21st Century Skills

- Students will be learning about cross-curriculum concepts from History(1920's lifestyle, 1920's American Dream).
- Students will use technology (iPads) to research, write, and formulate comprehension answers to questions and produce projects.

Catasauqua Area School District
Unit Title: Poetry
Grade Level: 10 College Prep / Honors

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
The student will be able to: 1. Reflect and respond to age-appropriate poems and questions. 2. Apply previous knowledge of literary devices to identify and use literary devices from the unit. 3. Identify, explain, and analyze the structure of poems and sound devices. 4. Compare and evaluate the characteristics that distinguish poetry from narratives, novels, and dramas. 5. Identify the different types of poetry. 6. Exhibit knowledge and understanding of poetic devices, theme, and the poet's point of view.	M M K AP AP K K AP	1. Poetry Packet ○ HONORS: "The Cloud," "Oh Captain! My Captain!", "Phenomenal Woman", "A Dream Within a Dream," "I, Too", "Sence You Went Away", "The Great Figure," "If We Must Die," "Ego Tripping", "We Real Cool," "'Hope' is the thing with feathers," "Eldorado" ○ CP: "The Cloud," "Oh Captain! My Captain!", "I, Too", "Annabel Lee," "We Real Cool," "Sence You Went Away", "If We Must Die," "Identity," "Because I could not stop for death," "Scars," 2. Sound Device Packet 3. Lyrics Packet 4. Poetry Unit Test 5. Poetry Project Handout/Activity 6. Select poem activities	1. Discussion Questions 2. Sound Devices Worksheet 3. Lyrics Worksheet 4. Poetry Project 5. Unit Test	L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4 L.F.1.3.1 L.F.2.1.1 L.F.2.2.4 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.F.2.5.1 L.F.2.5.2	CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.D CC.1.3.9-10.F CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.R CC.1.5.9-10.A CC.1.5.9-10.D

Resources / Materials

1. iPad
2. Digital & Print Versions of *all poems*
3. Kahoot App
4. Google Slides / Canva
5. Poster Boards
6. Crayons, Makers, Colored Pencils
7. Pen, pencil, notebook, folder

Interdisciplinary Relationships & 21st Century Skills

- Students will use technology (iPads) to research, write, and formulate comprehension answers to questions and produce projects.

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
The student will be able to:: 1. Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. 2. Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance. 3. Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script. 4. Learn and evaluate the Historical backgrounds of the texts. 5. Apply previous knowledge of literary devices to identify and use literary devices from the unit. 6. Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. 7. Identify and explain the meaning of content specific vocabulary. 8. Identify the characteristics of a drama.	AP AP K AP K M K AP M K	1. Julius Caesar (10CP & Honors) ○ Packet i. Shakespeare and Caesar Notes Worksheet ii. Literary Terms Worksheet iii. Character Chart iv. Quotes Worksheet v. Discussion Questions ○ Character Journals Activity ○ Ethos, Pathos, Logos Funeral Speech Activity ○ Superstitions Activity ○ Unit Test 2. Night ○ Packet i. Notes Worksheet ii. Travel Activity iii. Vocabulary Worksheet iv. Documentary Notes Sheet v. WWI & Holocaust Notes Sheet vi. Elie's Journey Map vii. Character Charts viii. Discussion Questions ix. Important Quotes Worksheet x. Maslow's Hierarchy Project Handout xi. "The Hangman" Poem Activity ○ Unit Test	1. Discussion Questions 2. Unit Test 3. Literary Terms Examples 4. Ethos, Pathos & Logos Speech Activity 5. Important Quotes Worksheet 6. Maslow's Hierarchy Project	L.F.1.2.3 L.F.1.3.2 L.F.2.1.1 L.F.2.1.2 L.F.2.2.2 L.F.2.2.4 L.F.2.3.1 L.F.2.3.3 L.F.2.4.1 L.F.2.5.1 L.F.2.5.3 L.N.1.1.1 L.N.1.1.3 L.N.1.3.2 L.N.2.1.2 L.N.2.2.2 L.N.2.3.6	CC.1.2.9-10.B CC.1.2.9-10.D CC.1.2.9-10.K CC.1.2.9-10.L CC.1.3.9-10.B C.1.3.9-10.C CC.1.3.9-10.I CC.1.3.9-10.K CC.1.5.9-10.A
Resources/Materials					

1. iPad
2. Digital & Print Version of *Night* & *Julius Caesar*
3. Kahoot App
4. NEARPOD
5. Google Slides / Canva
6. Poster Boards
7. Crayons, Makers, Colored Pencils
8. Pen, pencil, notebook, folder

Interdisciplinary Relationships & 21st Century Skills

- Students will be learning about cross-curriculum concepts from History (Ancient Rome, Julius Caesar, The Holocaust) and Social Science (Speech techniques [ethos, pathos, logos] and Maslow's Hierarchy of Needs)
- Students will use technology (iPads) to research, write, and formulate comprehension answers to questions and produce projects.

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
The student will be able to: 1. 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. 2. Write informative texts to examine and convey complex ideas, concepts, and information clearly and accurately. 3. Develop and analyze the topic with relevant, well-chosen, and sufficient facts, concrete details, and quotations. 4. Organize ideas, concepts, and information to make important connections and distinctions. 5. Use appropriate and varied transitions to link the major sections of the text. 6. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 7. Draw evidence from informational texts to support analysis, reflection, and research. 8. Conduct short as well as more sustained research projects to inform an audience. 9. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, and assess the usefulness of each source in answering the research question. 10. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	AP M AP AP M M M M AP M	1. 10 CP & Honors Research Paper Packet ● Introduction ● **Steps 1-10:** RESEARCH & TOPIC IDENTIFICATION, COLLECT SOURCES & HIGHLIGHT, ANNOTATED BIBLIOGRAPHY, PARENTHETICAL CITATIONS, MINI OUTLINE w/ QUOTES, WORKS CITED, FORMULATE THESIS, COMPLETE INTRODUCTORY PARAGRAPH, <u>OPTIONAL</u> ROUGH DRAFT, FINAL DRAFT 2. 10 Applied Research Project Packet ● Introduction ● **Steps 1-10:** Select topic, pick resources, highlight sources, categorize information, works cited, outline, final draft	1. Research Paper / Project Final Draft 2. Graded project steps along the way	L.N.1.3.2 L.N.2.1.2 L.N.2.5.3	CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.C CC.1.4.9-10.D CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.S CC.1.4.9-10.T CC.1.4.9-10.U CC.1.4.9-10.V CC.1.4.9-10.W CC.1.4.9-10.X

Resources/Materials

1. iPad
2. Digital & Print Version of *Research Paper / Project Handout*
3. NEARPOD
4. Google Docs

5. Notecards
6. pen, pencil, notebook, folder
7. Library
8. Printer

Interdisciplinary Relationships & 21st Century Skills

- Students will learn about cross-curriculum concepts from History (Researching historical events between 1920-1949).
- Students will use technology (iPads) to research, write, and produce projects.

Catasauqua Area School District
Unit Title: Coming of Age
Grade Level: 10 Applied / College Prep / Honors

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
The student will be able to: 1. Learn and evaluate the Historical backgrounds of the texts. 2. Apply previous knowledge of literary devices to identify and use literary devices from the unit. 3. Identify and explain the meaning of content specific vocabulary. 4. Explain the components of the Historical significance and backgrounds of the novels. 5. Reflect and respond to age appropriate text and questions. 6. Analyze major symbols from the novel and explain them in depth. 7. Explain the idea of coming-of-age and apply it to concepts within the unit.	K M M K M AP AP	• 10 CP & Applied ○ *A Separate Peace* Packet: ■ Notes Sheet ■ Literary Devices Worksheet ■ Character List ■ Novel Prediction Worksheet ■ Discussion Questions ○ Vocab Packet: ■ Chapters 1-13 worksheets • 10 Honors ○ *The Lord of the Flies* Packet ■ Anticipation Guide ■ Literary Terms Worksheet ■ Character Sheet ■ Map Activity ■ Character First Impression Worksheet ■ Leadership Activity ■ Id, Ego & Superego Activity ■ Archetypes Activity ■ Symbols Worksheet ■ Discussion Questions ○ *To Kill a Mockingbird* Packet ■ Discussion Questions ■ Courtroom Testimonies Worksheet ■ Historical Project Handout ■ Coming of Age Worksheet ■ Literary Devices Worksheet	1. 10CP & Applied: Discussion Questions, Mid-Novel Quiz & Unit Test 2. 10 Honors *The Lord of the Flies*: Leadership Activity, Id, Ego & Superego Activity, Archetypes activity, Discussion Questions & Unit Test 3. 10 Honors *To Kill a Mockingbird*: Court Room Testimonies Project, Historical Project & Unit Test	L.F.1.2.3 L.F.1.3.1 L.F.1.3.2 L.F.2.1.1 L.F.2.1.2 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.F.2.4.1 L.F.2.5.1	CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.D CC.1.3.9-10.H CC.1.3.9-10.I CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.B CC.1.4.9-10.F CC.1.5.9-10.A CC.1.5.9-10.C CC.1.5.9-10.F CC.1.5.9-10.G
Resources/Materials					

1. iPad
2. Digital & Print Version of *The Lord of the Flies*
3. Digital & Print Version of *To Kill a Mockingbird*
4. Digital & Print Version of *A Separate Peace*
5. Kahoot App
6. NEARPOD
7. Google Slides / Canva
8. Pen, pencil, notebook, folder

Interdisciplinary Relationships & 21st Century Skills

- Students will be learning about cross-curriculum concepts from History (1950s lifestyle and WWII, 1930s lifestyle, music, trends, political issues, and historical events) and Social Science (Sigmund Freud's ID, Ego, and Superego Concept, as well as archetypes)
- Students will use technology (iPads) to research, write, and produce projects.

Grade Level: 10 Applied / College Prep / Honors

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
The student will be able to: 1. learn and evaluate the Historical backgrounds of the texts. 2. apply previous knowledge of literary devices to identify and use literary devices from the unit. 3. identify and explain the meaning of content specific vocabulary. 4. reflect and respond to age appropriate text and questions. 5. explain the idea of satire and determine how each story fits into this genre.	K M M AP AP	1. Satire and Irony Packet ○ "The Interlopers" Activities (Anticipation Guide, Literary Terms, Literary Terms Practice, Vocabulary, Discussion Questions, Point of View Chart) ○ "Body Ritual Among the Nacirema" Activities (Anticipation Guide, Vocabulary, Discussion Questions, Culture Wheel) ○ "Lamb to the Slaughter" Activities (Anticipation Guide, Literary Terms, Literary Terms Practice, Vocabulary, Discussion Questions) ○ "The Cask of Amontillado" Activities (Carnevale Activity, Literary Terms, Literary Terms Practice, Vocabulary, Discussion Questions)	1. Discussion Questions 2. Unit Test	L.F.1.2.3 L.F.1.3.1 L.F.1.3.2 L.F.2.1.1 L.F.2.1.2 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.F.2.4.1 L.F.2.5.1	CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.D CC.1.3.9-10.H CC.1.3.9-10.I CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.B CC.1.4.9-10.F

Resources/Materials

1. iPad
2. Digital & Print Version of *all short stories*
3. Kahoot App
4. Google Slides / Canva
5. Fantasy & Supernatural NEARPOD Presentation
6. Pen, pencil, notebook, folder

Interdisciplinary Relationships & 21st Century Skills

- Students will use technology (iPads) to research, write, and produce projects.
- Students will learn about cross-curriculum concepts from History (1950s lifestyle and gender roles and the Carnevale Festival in Italy).