



# Course Overview

High School | 10 | English - Last Updated on April 4, 2025

## DESCRIPTION

### K-12 Content Area | Mission & Philosophy Statement

- Foster a love for literacy across diverse backgrounds and abilities, ensuring equitable access to rich learning experiences equipping learners with the skills, mindset, and passion to engage actively as informed readers, writers, and communicators throughout their lives.
- Cultivate communicators and critical thinkers, empowering them to inquire, analyze, and create meaningfully from a variety of texts and perspectives, preparing them for the responsibilities of active participation as a citizen in our democracy as well as in an evolving global society.
- Engender collaborative and creative environments where learners innovate, elevate diverse voices and modalities to express themselves effectively and imaginatively.
- Promote a culturally responsive English Language Arts education that honors the identities, cultures, and experiences of all students, integrating diverse texts and voices to promote empathy, understanding, and respect.

### Course Description

This year-long course examines both fiction and nonfiction in order to develop, practice, and demonstrate mastery of skills in reading, writing, speaking and listening skills as outlined in the PA Core Standards for grades 9-10. To complete this, students will examine both fiction and nonfiction through a variety of short stories, novels, drama, and both current and historic nonfictional documents. Additionally, students will utilize various skills to compose original writing where they are required to both form and defend arguments surrounding given topics. At the conclusion of the course, students are required to take the Literature Keystone Examination, a state-mandated assessment.

## STANDARDS

### Pennsylvania - Grade 9-10 - English Language Arts ELA

CC.1.2.9–10.A

CC.1.2.9–10.B

CC.1.2.9–10.C

CC.1.2.9–10.D

CC.1.2.9–10.E

CC.1.2.9–10.F

CC.1.2.9–10.G

CC.1.2.9–10.H

CC.1.2.9–10.I

CC.1.2.9–10.J

CC.1.2.9–10.K

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.E

CC.1.3.9–10.F

CC.1.3.9–10.G

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.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.G



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CC.1.4.9–10.H

CC.1.4.9–10.I

CC.1.4.9–10.J

CC.1.4.9–10.K

CC.1.4.9–10.L

CC.1.4.9–10.M

CC.1.4.9–10.N

CC.1.4.9–10.O

CC.1.4.9–10.P

CC.1.4.9–10.Q

CC.1.4.9–10.R

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

CC.1.5.9–10.A

CC.1.5.9–10.B

CC.1.5.9–10.C

CC.1.5.9–10.D

CC.1.5.9–10.E

CC.1.5.9–10.F

CC.1.5.9–10.G

### COURSE OBJECTIVES

Specific objectives for this course are aligned with the [Pennsylvania Core Standards for English Language Arts](#) and the [Eligible Content State Standards for English Language Arts](#).

### ASSESSMENT TYPES

The following assessment types will be used during the course:

- Diagnostic Assessments
- Core/Choice Novel notes and seminars
- Curriculum-based measures
- Formative Assessments
- Summative Assessments

### SUGGESTED METHODS OF INSTRUCTION

An English Language Arts program demands the use of a variety of instructional strategies. Below is a list of suggested strategies for high-quality instruction:

- Instructional components outlined in *The Framework for Teaching* by Charlotte Danielson
- Goal setting
- Collaborative Learning through Socratic Seminar
- Formative opportunities to drive instruction
- Think-pair-share
- Reciprocal teaching
- Read Alouds and student independent choice novels
- Journaling

### RESOURCES