



# Course Overview

High School | 10 | Honors 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 is designed for students who have exceptional reading and writing skills and plan to pursue the Honors Pathway culminating in AP Literature and Composition. This course will examine both fiction and literary nonfiction, but the complexity of the texts and the writing will challenge and enable students to enhance their critical thinking, reading and writing skills. Students will write responses to literature, using vocabulary skills and rhetorical devices to practice and build the foundation for AP writing. The Literature Keystone exam will be administered at the conclusion of this course.

## 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
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



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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