

Section 1: CORE UNITS

Grade, Subject: 10th grade English	Strand (Unit): Short Stories: The Uncertainty of Reality
Big Idea: Understanding short story components, literary and plot devices, and reading strategies is essential to reading for meaning.	
PA Core Standards: <ul style="list-style-type: none">● CC.1.3.9-10.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.● 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.● CC.1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.● 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.● CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.● CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.● 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 flexibly 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.● CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.● 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 the 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. • 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.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.● CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.● CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.	

- 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.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- CC.1.4.9-10.T 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.
- CC.1.4.9-10.X 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.
- 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.
- C.1.5.9-10.D 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.
- CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

PA Career Standards

- 13.3.11.B. Evaluate team member roles to describe and illustrate active listening techniques: Clarifying, Encouraging, Reflecting, Restating, Summarizing
- 13.3.11.C. Evaluate conflict resolution skills as they relate to the workplace: Constructive criticism, Group dynamics, Managing/leadership, Mediation, Negotiation, Problem solving

Essential Questions:

1. What elements are necessary in composing a short story?
2. What can we do to understand and interpret the meaning of a text?
3. How is mood created?
4. How does an author create tone?
5. What is satire and what purpose does it serve?
6. How can literary elements convey theme and meaning?
7. How can an author use point of view to achieve a purpose?
8. How is symbolism developed, and how does it contribute to a theme?

Concepts/Understandings (SWKT...):

Students will know that...

1. Authors use plot elements - exposition, conflict, rising action, climax, falling action, denouement, resolution, and conflict - to create stories as well as literary devices to compose a short story.
2. Text is understood and interpreted through thorough analysis of literary devices, syntax, plot and word choices, characterization, and more.
3. Mood is produced most effectively through the use of setting, theme, voice, and tone. Tone can indicate the narrator's mood, but the overall mood comes from the totality of the written work, even in first-person narratives.
4. Tone is achieved through word choice (diction), sentence construction, and word order (syntax), and by what the viewpoint character focuses on. Tone is created or altered by the

	<p>way the viewpoint character/narrator treats the story problem and other characters and by the way he responds to the events surrounding him.</p> <ol style="list-style-type: none">5. Satire is a technique employed by writers to expose and criticize foolishness and corruption of an individual or a society by using humor, irony, exaggeration, or ridicule. It intends to improve humanity by criticizing its follies.6. Literary devices can be used by authors to convey theme and meaning by expanding on concepts and creating comparisons not previously seen to understand a bigger meaning.7. The point of view an author chooses can determine how a reader understands and participates in the story. Point of view can be used to express the feelings, thoughts, motivations, and experiences of one or many.8. Symbolism is used in literature when one element is meant to represent something else. Symbolism helps create meaning and emotion in a story.
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none">● Literary Terms (Keystones)● Plot diagram<ul style="list-style-type: none">○ Components of a story○ Identifying and creating conflict● Well-developed paragraphs (Claim, Evidence, Analysis)<ul style="list-style-type: none">○ Claim, Evidence, Analysis 1, Analysis 2, Evidence, Analysis 1, Analysis 2, Conclusion	<p><u>Competencies/Skills (SW...):</u></p> <p>Students will be able to...</p> <ol style="list-style-type: none">1. Evaluate short stories to identify plot and literary elements.2. Analyze how literary devices, syntax, plot and word choices, characterization, and other elements can be used to create mood, tone, and theme, as well as the impact those devices and/or elements have on a text.3. Draw conclusions from setting, theme, voice, and tone to establish mood of a piece of work.4. Assess word choice, sentence construction, syntax, and point of view to determine tone.5. Read satire and connect to real world events/people. Analyze the use of humor, irony, exaggeration, or ridicule to make statements about humanity.6. Assess literary devices within literature to determine theme.7. Identify which point of view is used in a piece of literature. Critique how the point of view affects the feelings, thoughts, motivations, and experiences of characters (one or many).8. Identify symbols and cite evidence to determine meaning of the symbol and analyze its contribution to the theme.

Assessments:

- Group Choice Lesson Plan OR Comparative Analysis
- Short story unit assessment (in Schoology)
- Well-developed paragraphs (WDPs)

Resources:

Exemplar Texts

- “The Lottery” by Shirley Jackson
- “The Monkey’s Paw” by W. W. Jacobs
- “Ten with a Flag” by Joseph Paul Haines

Supplemental Texts

- “The Fun They Had” by Isaac Asimov
- “The Ones Who Walk Away from Omelas” by Ursula K. LeGuin OR “The Child’s Story” by Charles Dickens
- Short Story group options:
 - “To Build a Fire” by Jack London
 - “The Hand” by Guy de Maupassant
 - “The Brave Tin Soldier” by Hans Christian Andersen
 - “A Dark Brown Dog” by Stephen Crane
 - “The Ransom of Red Chief” by O. Henry
 - “A Game of Honor” by WC Morrow
 - “The Boarded Window” by Ambrose Bierce
 - “The Hanging Stranger” by Phillip K Dick
 - “The Fall of the House of Usher” by Edgar Allan Poe
- Comparative Analysis choices:
 - Chimamanda Ngozi Adichie
 - "A Private Experience"
 - "Apollo"
 - Julio Cortázar
 - “Axolotl”
 - “House Taken Over”
 - N.K. Jemisin
 - “Henosis”
 - “On the Banks of the River Lex”
 - O Henry
 - “The Ransom of Red Chief”
 - “Hearts and Hands”
 - Alice Walker
 - “The Flowers”

■ “Everyday Use”

Grade, Subject: 10th Grade English	Strand (Unit): Memoir
Big Idea: Good readers understand and appreciate the role that personal experience plays in developing characters in literature and apply research to develop empathy and a deeper awareness of cultural issues.	
<p>PA Core Standards:</p> <ul style="list-style-type: none"> ● 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. ● 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. ● CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of 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. ● CC.1.4.9-10.U 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. ● 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. ● CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts. ● CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics. <p>PA Career Standards</p> <ul style="list-style-type: none"> ● 13.2.11.B. Apply research skills in searching for a job ● 13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: •Commitment •Communication •Dependability •Technical literacy •Technology ● 13.3.11.B. Evaluate team member roles to describe and illustrate active listening techniques: Clarifying, Encouraging, Reflecting, Restating, Summarizing ● 13.3.11.C. Evaluate conflict resolution skills as they relate to the workplace: Constructive criticism, Group dynamics, Managing/leadership, Mediation, Negotiation, Problem solving 	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What makes us who we are? <ol style="list-style-type: none"> a. How does culture shape character? 2. How can reading others’ experiences teach us about ourselves? <ol style="list-style-type: none"> a. What makes an experience important enough to write about? 	<p>Concepts/Understandings (SWKT...):</p> <ol style="list-style-type: none"> 1. Culture and background have a profound impact on a person. 2. A memoir captures a specific portion or element of a person’s life that had a profound effect on their life, as opposed to their entire life story. 3. Strength of character is created through facing obstacles and

<ul style="list-style-type: none"> b. How can I shape stories of my own experiences to make them meaningful to others? c. What elements are important to consider when selecting an event for a memoir? 3. In the face of adversity, what makes some people prevail and others fail? 4. How can research and informational writing help expand cultural awareness and empathy? 5. How do people or groups exert control over individuals or groups? 	<p>overcoming them.</p> <ul style="list-style-type: none"> 4. Through the acquisition and sharing of information (research), people can profoundly change their society for the better. <ul style="list-style-type: none"> a. By using persuasive techniques, we can use information to effect change in our school, community, state, and world. 5. Control can be exerted via manipulation, violence, religion, love, and power.
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● Research techniques and MLA framework <ul style="list-style-type: none"> ○ Works Cited page ○ In-text citations ○ Credible sources ● Well-developed paragraphs (Claim, Evidence, Analysis) <ul style="list-style-type: none"> ○ Claim, Evidence, Analysis 1, Analysis 2, Evidence, Analysis 1, Analysis 2, Conclusion 	<p><u>Competencies/Skills (SW...):</u></p> <ul style="list-style-type: none"> 1. Analyze evidence from a text to assess characterization and synthesize connections between individuals, society, and other texts. 2. Assess an author’s effectiveness in memoir writing by evaluating reflection, story-telling, and narrative impact. 3. Evaluate multiple sources to create new claims. 4. Apply concepts from literature to cultural issues <ul style="list-style-type: none"> a. Cite and synthesize evidence to develop a logical argument (using claim, evidence, analysis (WDP) structure) 5. Recognize ways control can be exerted and apply that knowledge to analyzing significant cultural events.
<p><u>Assessments:</u></p> <ul style="list-style-type: none"> ● Literature circles or study guides ● Quizzes (in Schoology) ● WDPs ● Common rubric in Schoology - measures research skills, ability to synthesize information and make cultural connections, and extend understanding by building on information <ul style="list-style-type: none"> ○ Project options - research-based writing and memoir-based creative ○ Informational brochure ○ Trials assignments 	
<p><u>Resources:</u></p> <p>Exemplar Texts (choice)</p> <ul style="list-style-type: none"> ● <i>A Long Way Gone</i> by Ishmael Beah <p>OR</p> <ul style="list-style-type: none"> ● <i>Tuesdays with Morrie</i> by Mitch Albom <p>Supplemental Texts</p> <ul style="list-style-type: none"> ● <i>My Dad Tried to Kill Me with an Alligator</i> by Harrison Scott Key 	

Grade, Subject: English 10	Strand (Unit): Drama
Big Idea: Comedy can be used to reveal timeless universal themes and contribute to understanding the purpose and form of drama as a literary genre.	
PA Core Standards: <ul style="list-style-type: none">● CC.1.3.9-10.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.● 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.● 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.● 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.● CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.● 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 flexibly 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. 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.● CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.● 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 the 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. • 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.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.● CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.● CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.● CC.1.4.9-10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	

- CC.1.4.9-10.T 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.
- C.C.1.5.9-10.D 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.
- CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

PA Career Standards

- 13.3.11.B. Evaluate team member roles to describe and illustrate active listening techniques: Clarifying, Encouraging, Reflecting, Restating, Summarizing
- 13.3.11.C. Evaluate conflict resolution skills as they relate to the workplace: Constructive criticism, Group dynamics, Managing/leadership, Mediation, Negotiation, Problem solving

Essential Questions:

1. How does reading a play differ from watching a play performed, and what are the positives and negatives of both?
2. How is comedy used to reveal timeless universal truths?
3. How has language evolved from Shakespearean times to modern-day English?
4. Why is reading William Shakespeare’s original language important?
5. How does drama convey relationships, themes, and characters differently from other literary genres?
6. How can literary elements (i.e. plot, theme, character, setting, point of view, literary devices) be utilized to develop a theme?
7. How can specific and lively word choice increase understanding of a text?
8. What are the elements of drama and how are they used?

Concepts/Understandings (SWKT...):

1. Reading and watching a drama are vastly different experiences for the audience due to its form.
2. Elements of comedy relate to and support theme and purpose.
3. Geographical and cultural expansion led to the evolution of language. Shakespeare’s language has greatly influenced modern language.
4. Because modern language often lacks words that directly capture or correspond to words in the original language, readers must read in the original language in order to understand and appreciate all elements of the text.
5. The elements of drama directly impact the plot.
6. Literary elements can be used to develop themes.
7. Specific and lively word choice increases understanding of a text.
8. Elements of drama are used to develop plot and characters and advance the storyline.

Vocabulary:

Author’s Purpose	Act	Iambic Pentameter
Director	Archetype	In medias res
Catharsis	Aside	Monologue
Theme	Blank Verse	Oxymoron
Cultural significance/ expansion	Catharsis	Paradox
	Catastrophe	Prologue

Competencies/Skills (SW...):

1. Determine the value of reading a drama versus watching a performance of the same drama.
2. Connect comedic elements of a drama to universal themes.
3. Analyze the development of language over time and the impact of Shakespearean vocabulary on modern language.
4. Consider the timelessness of Shakespeare based on his mastery of the language by engaging in critical discussions.

<p>Similes Metaphors</p>	<p>Comedy Comic relief Dialogue Drama Dramatic Structure Epilogue Farce Foil</p>	<p>Protagonist Prose Pun Soliloquy Stage directions Stage left Stage right Tragedy Tragic hero</p>	<ol style="list-style-type: none"> 5. Analyze how elements of drama are used to further a plot and contrast with elements of other genres. 6. Apply literary elements within drama to convey an understanding of the central themes in selected plays. 7. Assess the words used in the play and distinguish between specific, lively words and dull, common words in order to analyze their effectiveness on the text. 8. Define the elements of drama and evaluate their purpose in developing plot and characters and advancing storyline.
<p>Assessments:</p> <ul style="list-style-type: none"> ● Act out/Reinterpret a Scene ● Common unit assessment in Schoology ● WDPs ● Essential questions discussion 			
<p>Resources:</p> <p>Exemplar Texts</p> <ul style="list-style-type: none"> ● <i>A Midsummer's Night Dream</i> (Shakespeare) <p>OR</p> <p><i>Much Ado About Nothing</i> (Shakespeare)</p>			

Section 2: Floating Units

<p>Grade, Subject: English 10</p>	<p>Strand (Unit): Poetry (Floating Unit)</p>
<p>Big Idea: Poetry is a literary medium allowing authors to present themes in a creative way</p>	
<p>PA Core Standards:</p> <ul style="list-style-type: none"> ● CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts. 	

- 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.
- 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.
- 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.
- 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.
- CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

PA Career Standards

- 13.3.11.B. Evaluate team member roles to describe and illustrate active listening techniques: Clarifying, Encouraging, Reflecting, Restating, Summarizing
- 13.3.11.C. Evaluate conflict resolution skills as they relate to the workplace: Constructive criticism, Group dynamics, Managing/leadership, Mediation, Negotiation, Problem solving

Essential Questions:

1. What is poetry?
2. What process do we follow to aid in interpreting and understanding poetry?
3. Why is analysis of a poem essential to comprehension?
4. How can authors use literary elements to create meaning in poetry?
5. How does poetry contribute to an understanding of ourselves and the world around us?

Concepts/Understandings (SWKT...):

1. Poetry can take a variety of forms and formats and involves layering multiple elements to create meaning.
2. To aid interpretation and understanding, one must discover a poem’s main idea through theme and author’s purpose.
3. Analyzing literary elements aids in understanding the meaning of the poem.
4. Literary devices are used in poetry to develop connections, emphasize language, and communicate ideas related to theme and purpose.
5. We can use poetry as a lens through which we can view ourselves and the world around us.

Vocabulary:

Review of Keystone literary terms:

Alliteration	Simile	Speaker
Assonance	Metaphor and Extended	Dialect
consonance	Metaphor	Setting
Diction	Personification	Tone
onomatopoeia	Imagery	Mood

Competencies/Skills (SWBAT...):

1. Identify patterns to analyze and create poetry.
2. Apply concepts in order to assess poetry in search of interpretation and understanding.
3. Develop a logical argument for why analysis is essential to comprehension.
4. Evaluate a poet’s use of literary devices and analyze how those

Poetry rhyme Sound Devices Structure of Poem Meter Flashback Foreshadowing	Symbolism Main Idea Theme Motif Author’s Purpose Style Voice	Allegory Allusion Hyperbole Enjambment	devices influence meaning in poetry. 5. Critique and analyze poems and create new poems that reflect an understanding of ourselves and the world around us or achieve the purpose of the poetic type (ex: ode).
--	--	---	--

Poetry is a verbal composition designed to convey experiences, ideas, or story in a vivid and imaginative way, characterized by the use of language chosen for its sound and suggestive power and by the use of literary techniques such as meter, metaphor, and rhyme.

<p>Assessments:</p> <ul style="list-style-type: none"> ● Commentaries ● Quizzes ● Poetry writing ● Poetry Presentation (Honors)
--

<p>Resources:</p> <p>Exemplar Texts</p> <ul style="list-style-type: none"> ● “Ozymandias” by Percy Bysshe Shelley ● “The Word that is a Prayer” by Ellery Akers paired with “Hope is a thing with feathers” by Emily Dickinson ● "Starlings in Winter" by Mary Oliver ● “Poem on Disappearance” by Kimberly Blaeser ● "Good Bones" by Maggie Smith paired with "Tired" by Langston Hughes ● “Introduction to Poetry” by Billy Collins ● “To This Day” by Shane Koyczan ● “Rifle” by Rudy Francisco <p>Supplemental Resources:</p> <ul style="list-style-type: none"> ● Various as relevant to class interest and current events
--

Grade, Subject: English 10	Strand (Unit): Writing / Research (Floating Unit)
-----------------------------------	--

Big Idea: Authors utilize a variety of skills and tools to produce effective writing.
--

<p>PA Core Standards:</p> <ul style="list-style-type: none"> ● CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.
--

- 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 the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
- CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.
- CC.1.4.9-10.I 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.
- CC.1.4.9-10.J Create 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.
- 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.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

PA Career Standards

- 13.2.11.B. Apply research skills in searching for a job
- 13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:
•Commitment •Communication •Dependability •Technical literacy •Technology
- 13.3.11.B. Evaluate team member roles to describe and illustrate active listening techniques: Clarifying, Encouraging, Reflecting, Restating, Summarizing

Essential Questions:

1. What are the elements that make up a well-developed paragraph?
2. How does one determine the most effective evidence to support a claim?
3. What is the proper amount of analysis required to explain evidence?
4. How can one utilize evidence, factual or anecdotal, when supporting one’s position in a persuasive piece?
5. How does a mastery of grammar improve the effect of writing?
6. What is the purpose of persuasive writing?
7. Why is persuasive writing important?
8. How does one consider audience and purpose when organizing one’s writing?
9. What does the literary term “voice” mean? How does one include voice in his or her writing?

Concepts/Understandings (SWKT...):

1. Well-developed paragraphs consist of a claim, evidence, analysis, and a concluding sentence.
2. Effective evidence is found through research and thorough exploration of a thesis or topic statement.
3. For every piece of evidence, analysis should demonstrate its significance and relevance to the claim and/or thesis.
4. The facts, statistics, quotes, research and anecdotes presented in an argumentative piece must be well-organized and detailed resulting in an evenly-developed, clearly-articulated thesis.
5. Grammar improves the quality of writing, communicating interesting, coherent ideas to an audience.
6. The purpose of persuasive writing is to argue a point with the

<p>10. Why is vivid and precise use of language so important?</p>	<p>expectation of moving the audience to action.</p> <ol style="list-style-type: none"> 7. Persuasive writing is the only type of writing that moves an audience to action. 8. Predicting the audience’s knowledge and level of concern is essential and must be addressed when presenting claims and counterclaims. 9. The voice a writer projects in an argumentative piece must be convincing; the voice must match the purpose. 10. Vivid and precise language improves the quality of writing, communicating interesting, coherent ideas to an audience.
---	---

<p><u>Vocabulary:</u></p>			<p><u>Competencies/Skills (SWBAT...):</u></p>		
<p>Grammar (ongoing)</p>	<p>Persuasion</p>	<p>General</p>	<ol style="list-style-type: none"> 1. Write well-developed paragraphs over the course of the semester. 2. Find evidence that effectively and clearly supports a claim. 3. Explain how evidence supports claims and why it is significant. 4. Use evidence effectively to support a claim. 5. Write a clear, focused, and persuasive thesis statement. 6. Use proper grammar to communicate ideas in writing. 7. Blend evidence smoothly into their own words. 8. Write persuasively to achieve a purpose. 9. Consider audience and adjust writing accordingly. 10. Synthesize without repeating. 11. Formulate writings that effectively utilize author’s voice. 12. Use language precisely to convey meaning clearly. 		
<ol style="list-style-type: none"> 1. Eight parts of speech 2. Punctuation 3. Types of sentences 4. Run/on fragments 5. Subject/verb agreement 6. Pronoun/Antecedent agreement 7. Direct/indirect objects 8. Homophones 9. Verbals 	<ol style="list-style-type: none"> 1. Persuasion 2. Argument/Position 3. Bias 4. Defense of a Claim 5. Counterclaim 6. Propaganda 7. Propaganda Techniques <ol style="list-style-type: none"> a. Bandwagon b. Emotional appeal c. Testimonial d. Name-calling e. Circular reasoning f. Repetition g. Sweeping generalization h. Appeal to facts/statistics i. Red herring 	<ol style="list-style-type: none"> 1. Thesis 2. Claim 3. Well-developed paragraph (WDP) 4. Concluding Sentence 5. Evidence 6. Analysis 7. Quote blending 			

<p><u>Assessments:</u></p> <ul style="list-style-type: none"> ● Persuasive essay ● WDPs and/or Constructed responses
<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● Purdue Owl Online Writing Lab

<u>Grade, Subject:</u> English 10		<u>Strand (Unit):</u> Test Prep (Floating Unit)	
<u>Big Idea:</u> We can use the skills we've learned, along with test-taking strategies, to achieve success.			
<u>PA Core Standards:</u> See all course standards			
<p><u>Essential Questions:</u> How can we use the skills we've learned, along with test-taking strategies, to achieve success?</p>		<p><u>Concepts/Understandings (SWKT...):</u></p> <ol style="list-style-type: none"> Using test-taking strategies can help students score better on tests. <ol style="list-style-type: none"> Read questions carefully and entirely. Read all possible answers carefully and entirely. Eliminate incorrect answers. Flag questions to review. Constructed Responses follow a specific format. 	
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● Constructed Response 		<p><u>Competencies/Skills (SWBAT...):</u></p> <ol style="list-style-type: none"> Use test-taking strategies to ensure they are accurately demonstrating their skill level. Write a proficient Constructed Response 	
<p><u>Assessments:</u></p> <ul style="list-style-type: none"> ● Constructed responses ● CDTs ● Keystone exam ● Final exam 			
<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● Materials from previously released state assessments 			

Section 3: Extension Units

Grade, Subject: English 10	Strand (Unit): Reading Strategies (Extension Unit)
Big Idea: Literacy strategies help me analyze literature.	
PA Core Standards: See all course standards	
Essential Questions:	Concepts/Understandings (SWKT...):

<ol style="list-style-type: none"> 1. How are the literacy strategies tied to learning? 2. What do good readers do? 3. How does finding the main idea help me identify the theme? 4. How do the types of questions I ask affect the outcome of information? 5. How can connecting to what I read deepen my analysis of the text? 6. How can I understand something if I'm not given all the information? 7. How do I combine my understanding and skills with reading strategies to demonstrate a deeper understanding of a text? 	<ol style="list-style-type: none"> 1. Literacy strategies deepen their understanding of the text. 2. Good readers use various skills to approach a text. 3. The main idea can be used to identify theme. 4. "Thick" and "thin" questions are constructed differently. 5. Utilizing "thick" and "thin" questions will strengthen text analysis. 6. Making connections to the text will deepen understanding and create relevancy. 7. Constructing connection can be done in three steps (I connect, because, and so). 8. Inferences are used to accurately identify author's purpose and theme.
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● Visualizing ● Thick and thin questioning ● Making connections ● Making inferences ● Synthesizing 	<p><u>Competencies/Skills (SWBAT...):</u></p> <ol style="list-style-type: none"> 1. Use literacy strategies to deepen their understanding of the text. 2. Use various skills to approach a text. 3. Identify, evaluate, and create "thick" and "thin" questions. 4. Make connections to the text that deepen understanding and highlight relevancy. 5. Construct connection in three steps. 6. Make inferences that allow them to understand the text and analyze literary devices.
<p><u>Assessments:</u></p> <ul style="list-style-type: none"> ● Short story unit assessments apply to this floating unit, which is integrated into the beginning of the course if necessary. 	
<p><u>Resources:</u></p> <p>Exemplar Texts</p> <ul style="list-style-type: none"> ● Current articles of the week (Kelly Gallagher) ● Various short stories based on student interest (Actively Learn) <p>Supplemental Text/Video</p> <ul style="list-style-type: none"> ● Various TEDTalks 	

<p><u>Grade, Subject:</u> English 10 (Honors)</p>	<p><u>Strand (Unit):</u> Novel</p>
<p><u>Big Idea:</u> Stories reveal the complexities of human ambition, responsibility, and identity; by interpreting literature, we uncover how the pursuit of knowledge and progress can both shape and challenge individuals and societies. We can use research to answer questions that are integral to understanding humanity.</p>	

PA Core 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 and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.9-10.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.
- 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.
- 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.
- CC.1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- 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.
- C.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.
- CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- 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 the 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. • 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.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.
- CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.
- CC.1.4.9-10.T 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.
- CC.1.4.9-10.V 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

- CC.1.4.9-10.W 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.
- CC.1.5.9-10.A 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.
- C.1.5.9-10.D 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.

PA Career Standards

- 13.3.11.B. Evaluate team member roles to describe and illustrate active listening techniques: Clarifying, Encouraging, Reflecting, Restating, Summarizing
- 13.3.11.C. Evaluate conflict resolution skills as they relate to the workplace: Constructive criticism, Group dynamics, Managing/leadership, Mediation, Negotiation, Problem solving

Essential Questions:

1. What does it mean to be "human," and who gets to decide?
2. What is technology's role in society?
3. What role does nature—both physical and human—play in shaping identity and behavior?
4. Should appearances affect how we perceive people?
5. What role do our relationships play in shaping who we are?
6. What responsibilities come with the pursuit of knowledge?
How do ambition and curiosity shape human identity and destiny?
7. How do science, ethics, and society interact when confronting new discoveries?
8. To what extent are individuals accountable for the consequences of their actions?
9. What effect does a work's structure have on its message?
10. How does literature reflect and shape cultural anxieties about progress?
11. What is the role of storytelling in exploring questions of responsibility, justice, and empathy?
12. How do we ask meaningful questions that lead to deep research and discovery?
13. What makes a source credible, and how do we evaluate competing perspectives?
14. How do writers transform research into an original, effective, evidence-based argument?

Concepts/Understandings (SWKT...):

1. Definitions of humanity are socially and culturally constructed, and who defines them can reveal power and prejudice.
2. Technology both reflects and transforms human values, relationships, and identity.
3. Nature—whether physical landscapes or human instincts—shapes experience, perspective, and selfhood.
4. Surface appearances often mask deeper truths; perception is influenced by bias and cultural norms.
5. Human identity is shaped in relationship with others.
6. The pursuit of knowledge requires responsibility and ethical consideration, not just curiosity or ambition.
7. Science, ethics, and society are interconnected, and discoveries often provoke moral dilemmas.
8. Individual actions carry consequences, even when intentions are good.
9. The structure and form of a text influence its meaning and impact.
10. Literature often reflects cultural anxieties about progress, technology, and morality.
11. Storytelling serves as a way for societies to explore justice, empathy, and responsibility.
12. Strong research begins with open-ended, meaningful questions that guide inquiry.

	<ol style="list-style-type: none">13. Not all sources are equally reliable; credibility depends on context, authorship, and purpose.14. Effective research writing involves synthesizing sources into a coherent argument, not just compiling information.
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none">● Socratic seminar● Vocabulary words selected from text based on diagnostic	<p><u>Competencies/Skills (SWBAT...):</u></p> <ol style="list-style-type: none">1. Interpret and evaluate multiple perspectives on what it means to be human.2. Analyze how technology, science, and discovery are represented in literature and society.3. Examine how settings, environments, and natural forces influence characters and themes.4. Critique how appearances and perceptions shape identity, justice, and relationships.5. Explore how relationships in literature reflect the complexities of real human connection.6. Debate the ethical responsibilities that come with knowledge and ambition.7. Investigate how ambition and curiosity influence identity, destiny, and moral decision-making.8. Connect literature to contemporary debates about science, ethics, and society. Evaluate how characters' choices illuminate the tension between personal desires and social responsibilities.9. Analyze how narrative structure (frame, voice, chronology) affects meaning and theme. 10. Research and present evidence of how literature responds to cultural concerns about progress.11. Compose analytical and research-based writing that synthesizes literary interpretation with ethical, cultural, or social issues.12. Engage in thoughtful discussion and inquiry, using storytelling as a means of exploring complex human questions.13. Develop a focused research question that connects literature to broader human, cultural, or ethical issues.14. Locate, evaluate, and integrate credible sources that represent multiple perspectives.15. Formulate a clear thesis and support it with analysis, evidence, and reasoning.

	16. Organize writing logically, using structure and transitions to guide the reader. 17. Use proper citation and formatting to credit sources and strengthen credibility.
Assessments: <ul style="list-style-type: none">• Reading check quizzes (in Schoology)• Two-four Socratic seminars• Research essay in MLA format	
Resources: Exemplar Text <ul style="list-style-type: none">• <i>Frankenstein</i> by Mary Shelley Supplemental Texts <ul style="list-style-type: none">• Various nonfiction as relevant to class interest and current events thematically connected with novel (typically from Actively Learn)	

Grade, Subject: English 10 (Honors)	Strand (Unit): Novel
--	-----------------------------

Big Idea: The way a story is told—its structure, pacing, and perspective—shapes its meaning as much as the events it describes.

PA Core Standards: <ul style="list-style-type: none">• CC.1.3.9-10.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.• 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.• 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.• CC.1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.• 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. Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create an effect. Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create an effect.• CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.• CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.• 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.• CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
--

- 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 the 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. • 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.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.
- CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.
- CC.1.4.9-10.T 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.
- CC.1.4.9-10.V 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.
- CC.1.4.9-10.W 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.
- CC.1.4.9-10.X 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.
- CC.1.5.9-10.A 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.
- C.1.5.9-10.D 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.

PA Career Standards

- 13.3.11.B. Evaluate team member roles to describe and illustrate active listening techniques: Clarifying, Encouraging, Reflecting, Restating, Summarizing
- 13.3.11.C. Evaluate conflict resolution skills as they relate to the workplace: Constructive criticism, Group dynamics, Managing/leadership, Mediation, Negotiation, Problem solving

Essential Questions:

1. How does the structure of a narrative influence the way we interpret its meaning?

Concepts/Understandings (SWKT...):

1. A novel’s form—including its pacing, perspective, and structure—is central to how readers interpret meaning.
2. Stories do not always follow traditional plot structures; meaning can emerge from repetition, detail, or ordinariness.

<ol style="list-style-type: none">2. What happens when a story resists traditional expectations of climax and resolution?3. How do pacing and detail affect tone, theme, and reader experience?4. In what ways does ordinary, everyday life reveal universal truths about human experience?5. How does narrative perspective shape our understanding of events, characters, and themes?6. What choices do writers make to highlight resilience, dignity, or humanity in difficult circumstances?7. How can literary analysis deepen our understanding of how form and content work together in a text?8. How do we determine a work's most significant theme, and how can we argue persuasively for its importance?	<ol style="list-style-type: none">3. Narrative voice shapes how readers perceive events and characters, influencing empathy and interpretation.4. The absence of a clear climax or resolution can itself be a deliberate artistic choice that conveys theme.5. Literature often uses the ordinary to illuminate larger truths about human endurance, dignity, and identity.6. Literary analysis requires moving beyond summary to explore the relationship between form and theme.7. Different readers may see different central themes, but persuasive arguments rely on strong evidence and reasoning.
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none">● Bolshevik● Gulag● Communism	<p><u>Competencies/Skills (SWBAT...):</u></p> <ol style="list-style-type: none">1. Analyze how narrative structure, pacing, and detail influence the meaning of a text.2. Explain how unconventional storytelling choices (such as lack of climax) contribute to theme.3. Evaluate how perspective and voice shape a reader's understanding of characters and events.4. Identify patterns, motifs, and repetitions that reveal a text's deeper meanings.5. Develop a literary analysis thesis that connects form and content in a meaningful way.6. Support interpretations with textual evidence, using precise quotations and analysis.7. Organize and structure a literary analysis essay with clarity, cohesion, and logical flow.8. Revise writing to strengthen argument, evidence, and expression.9. Identify the most significant theme in a novel and construct a persuasive, evidence-based argument defending its importance.
<p><u>Assessments:</u></p> <ul style="list-style-type: none">● Initial understanding exam● Literary Analysis essay● Socratic Seminar	

Resources:

Exemplar Text

- *One Day in the Life of Ivan Denisovich* by Alexander Solzhenitsyn

WDP: Well Developed Paragraph

General structure:	
Stand-alone	C (claim that acts as thesis) E (evidence) A (analysis) A (analysis) +as many EAAs as assigned C (conclusion)
Body	C (claim) E (evidence) A (analysis) A (analysis) +as many EAAs as assigned C (conclusion that synthesizes paragraph and links to thesis)

Notes:

This structure is similar to a Constructed Response, but slightly different. The *formula* for a CR should be reviewed with students so that they are prepared to write them for the Keystones.

Shorter writing responses might only require one piece of evidence with analysis. Longer ones might require three pieces of evidence with analysis plus a hook before the thesis.