Lehighton Area School District
Curriculum Framework

Course Title:	English 10
Content Area:	English/Language Arts
Grade Level(s):	10
Course Overview:	English 10 is a comprehensive high school course designed to develop students' critical reading, analytical thinking, and effective communication skills through the study of literature, poetry, drama, and nonfiction. Throughout the course, students will engage with a variety of texts—including classic and contemporary novels, short stories, plays, and poems—to explore universal themes, literary elements, and authorial techniques. The course emphasizes the intentional interaction between reader and text, fostering comprehension that requires and enhances critical thinking. Students will learn to analyze and interpret literary form, structure, and language; evaluate author's purpose and craft; and synthesize ideas across genres and media.
PA Core Standards:	PA Core ELA 6-12
Key Assessment:	PA Keystone Literature Assessment

Big Idea/Unit:	Reading for Meaning: Long Fiction			
Pacing:	9 weeks			
Standards:	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Projects**
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.1.4.9–10.B CC.1.5.9–10.A	Identify and summarize central ideas and major themes in long fiction. Analyze how plot, character development, and setting advance theme and meaning. Examine authorial choices (structure, narrative perspective, word choice) and their effect on the reader. Cite textual evidence to support analysis of explicit and inferred meaning. Interpret figurative language and literary devices in context. Compare and contrast themes and character arcs across chapters or sections. Produce coherent analytical responses and summaries that integrate textual evidence.	Central idea/theme Plot (exposition, rising action, climax, falling action, resolution) Characterization (direct, indirect) Point of view (first-person, third-person, omniscient, unreliable) Diction / tone / mood Literary devices (metaphor, simile, symbolism, imagery) Setting Inference / textual evidence	Print or digital version of selected novel (classic or contemporary) ie: To Kill a Mockingbird Film or audio adaptations of the novel (optional for cross-media analysis) CANVAS/LMS for online assignments, discussion boards, and quizzes (when applicable) Graphic organizers: plot diagrams, character maps, theme trackers etc. Sadlier Level E Vocabulary Workbook Projection and interactive whiteboards for modeling analysis Secondary sources/articles for historical/cultural context (if applicable: ex: CommonLit)	Chapter discussions and guided reading responses Short-answer constructed responses and Keystone Style multiple-choice quizzes Annotation checks Small group discussions analyzing themes, character, and plot Exit tickets identifying key ideas or evidence Unit exam: comprehension, vocabulary, literary analysis, and textual evidence

Big Idea/Unit:	Reading and Analyzing Informational Texts with Evidence-Based Writing	Narrative structure		
Pacing:	6 weeks			
Standards:	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessments/Projects**
Reading: Informational Text 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 Writing 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.G	Reading Skills: Identify and summarize central ideas and supporting details. Analyze text structure and features to understand meaning and purpose. Evaluate evidence and reasoning supporting claims. Interpret word choice, figurative language, and tone. Make inferences and draw conclusions based on textual evidence. Synthesize information across multiple informational texts. Writing Skills: Write informative/explanatory paragraphs using evidence from informational texts. Construct argumentative responses supporting claims with reasoning and textual evidence. Organize writing clearly and coherently for intended audience and purpose. Integrate proper in-text citations and references.	Central idea / main idea Supporting details / evidence Author's purpose (inform, persuade, explain, entertain) Point of view / perspective Tone / mood Text structure (chronological, cause/effect, problem/solution, compare/contrast) Inference / conclusion Credibility / bias Fact / opinion / argument Summary / synthesis Thesis / claim / evidence Analysis / reasoning / counterclaim	Selected nonfiction texts (essays, articles, speeches, informational reports) McDougal Littel Literature Anthology - Blue Book Multimedia sources (videos, podcasts, infographics) CANVAS/LMS for any online assignments, discussion boards, and quizzes (when applicable) Graphic organizers: evidence charts, text structure diagrams, essay planners Sadlier Level E Vocabulary Workbook Projection tools for modeling analysis and writing strategies MLA citation guides for evidence-based writing (ex: OWL @ Purdue) CommonLit	Short-answer constructed responses identifying central ideas and evidence Keystone Style multiple-choice questions and anlytical quizzes Annotation and graphic organizer checks Small group discussions analyzing purpose, point of view, or bias Exit tickets: summarize, infer, or connect evidence to claims Drafts of paragraphs or essays with feedback Analytical mini essay using evidence from multiple informational texts Argumentative Constructed-Respones with claims supported by textual evidence Unit test covering comprehension, text structure, author's purpose, vocabulary, and textual evidence

Big Idea/Unit:	Reading, Analyzing, and Interpreting Literature: Poetry			
Pacing:	3 weeks			
Standards:	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessments/Projects**
Reading: CC.1.3.9–10.A CC.1.3.9–10.B CC.1.3.9–10.D CC.1.3.9–10.E Writing: CC.1.4.9–10.G	Analyze poetic theme, tone, and meaning through close reading. Interpret figurative language and poetic devices and explain their effect. Examine how structure, line breaks, and sound devices contribute to meaning. Cite textual evidence to support analysis and interpretations.	stanza line break diction tone/mood theme imagery metaphor/simile	Selected poems (classic and contemporary; e.g., Frost, Bishop, Williams, Angelou, Collins etc.) McDougal Littel Literature Anthology - Blue Book Audio recordings of poets reading their work Close Reading excerpts for modeling annotation and explication Graphic organizers (device charts, theme	Formative Assessments: Annotation checks Short written responses analyzing poetic devices Keystone-style multiple-choice questions Exit tickets identifying theme or device Participation in discussion Summative Assessments: Analytical paragraph explaining how poetic devices develop theme

CC.1.4.9–10.G Speaking/Listening: CC.1.5.9–10.A CC.1.5.9–10.D	Compare poems by theme, style, or technique. Write analytical responses about poetry. Participate in discussions and present interpretations orally.	symbolism personification alliteration/assonance figurative language	trackers) CANVAS/LMS for online resources and pdfs (when applicable) CommonLit	Poetry comparison response (two poems, shared theme or technique) Oral presentation or reading interpreting a poem Optional creative extension: original poem with reflective analysis for differentiation as needed

Big Idea/Unit: Reading, Analyzing, and Interpreting Literature: Short Fiction
Pacing: 6 weeks

Standards:	Objective/Skill	Vocabulary	Additional Resources	Assessments/Projects
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.1.4.9–10.B CC.1.5.9–10.A	Identify and summarize central ideas and major themes in short fiction. Analyze how plot, character development, and setting advance theme and meaning. Examine authorial choices (structure, narrative perspective, word choice) and their effect on the reader. Cite textual evidence to support analysis of explicit and inferred meaning. Interpret figurative language and literary devices in context. Compare and contrast themes and character arcs across sections. Produce coherent analytical responses and summaries that integrate textual evidence.	Central idea / theme Plot (exposition, rising action, climax, falling action, resolution) Characterization (direct, indirect) Point of view (first-person, third-person, omniscient, unreliable) Diction / tone / mood Literary devices (metaphor, simile, symbolism, imagery) Setting Conflict (internal/external) Author's purpose Inference / textual evidence	Selected short fiction (ex: Harrison Bergeron, Searching for Summer, There Will Come Soft Rains, The Possibility of Evil etc.) McDougal Littel Literature Anthology - Blue Book Multimedia sources (videos, podcasts, infographics) CANVAS/LMS for any online assignments, discussion boards, and quizzes (when applicable) Graphic organizers: evidence charts, text structure diagrams, essay planners Sadlier Level E Vocabulary Workbook Projection tools for modeling analysis and writing strategies MLA citation guides for evidence-based writing (ex: OWL @ Purdue) CommonLit	Formative Assessments: Story discussions and guided reading responses Short-answer constructed responses and Keystone Style multiple-choice quizzes Annotation checks Small group discussions analyzing themes, character, and plot, tone, mood, author's purpose etc. Exit tickets identifying key ideas or evidence Summative Assessments: Analytical responses examining central ideas, themes, and authorial choices using textual evidence Project: Character arc or theme presentation (visual, multimedia, or written) Unit exam: comprehension, vocabulary, literary analysis, and textual evidence

Big Idea/Unit: Pa Keystone Preparation Skills: Indepth Passage Practice with Constructed Response Prompts
Pacing: 3 weeks

Standards:	Objective/Skill	Vocabulary	Additional Resources	Assessments
CC.1.3.9–10.A CC.1.3.9–10.B CC.1.3.9–10.D CC.1.3.9–10.E CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.D CC.1.29–10.E CC.1.29–10.F CC.1.49–10.S	Determine and analyze the central idea or theme of a literary text and explain how it develops over the course of the text. Locate, select, and cite relevant textual evidence to support analysis, inferences, and claims about a literary text. Analyze and explain an author's purpose and how it influences the meaning, tone, and structure of a text. Identify and analyze literary devices (such as symbolism, imagery, metaphor, irony, and foreshadowing) and explain their effect on meaning and tone. Determine the meaning of unfamiliar or multiple-meaning words and phrases using context clues and analyze how word choice impacts meaning. Analyze how word choice, imagery, and detail contribute to the tone of a text and the mood experienced by the reader. Analyze how point of view (first, third limited, third omniscient) influences the interpretation of events and characters in a text. Identify characteristics of literary genres and explain how those features shape meaning and reader expectations. Analyze how an author structures a text (chronology, flashback, cause/effect, parallel plots, etc.) and how structure contributes to meaning. Compare and contrast two texts or two versions of a text, analyzing how different authors or mediums present similar ideas or themes. Write clear, coherent constructed responses that make a claim, include relevant textual evidence, and explain reasoning in support of analysis.	See Fiction and Non-Fiction Unit Vocabulary Mentioned Above	PA Assessment Anchors and Eligible Content pdf Keystone Item and Score Samplers Keystone Finish Line: Green Workbook Edmentum online platform - Individual Learning Paths	Active Participation Bell Ringers Elimination of Incorrect Answer Process "Slash" Discussions of Correct Answers and Reasoning Identification, Practice Passage, Constructed Response drills Exit Tickets Mini Quizzes

Narrative structure

Big Idea/Unit: Reading, Analyzing, and Interpreting Literature: Drama
Pacing: 6-7 weeks

Standards:	Objective/Skill	Vocabulary	Additional Resources	Assessments/Projects
CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.G CC.1.4.11-12.G CC.1.4.11-12.S CC.1.5.11-12.A	Analyze major themes such as hysteria, reputation, integrity, fear, and justice and explain how they develop throughout play. Cite strong textual evidence from dialogue, stage directions, and character actions to support literary analysis. Analyze how Arthur Miller develops characters, conflict, and dramatic tension across the four acts of the play. Evaluate how Miller's purpose and perspective connect the Salem Witch Trials to McCarthyism and societal fear. Examine how the structure of the drama contributes to suspense, climax, and resolution. Analyze how Miller's diction, figurative language, and tone contribute to characterization and mood. Compare and evaluate multiple interpretations of scenes from *The Crucible* through film, stage, or dramatic reading. Write argumentative responses that defend claims about characters, themes, or conflicts using relevant textual evidence. Integrate evidence from literary and historical texts to support analysis, reflection, and research related to the play. Participate effectively in collaborative discussions and dramatic activities focused on the play's themes and conflicts.	Abomination Adultery Afflicted Authority Condemnation Covenant Crucible Deceit Fanaticism Gallows Hysteria Iniquity Integrity Magistrate Manipulation Perjury Puritan	Print or digital version of selected drama/play ie: The Crucilbe Film or audio adaptations of the drama (optional for cross-media analysis) CANVAS/LMS for online assignments, discussion boards, and quizzes (when applicable) Graphic organizers: plot diagrams, character maps, theme trackers etc. Sadlier Level E Vocabulary Workbook Projection and interactive whiteboards for modeling analysis Secondary sources/articles for historical/cultural context (if applicable: ex: CommonLit)	close reading activities of passages annotation of text theme tracking performance reading literary analysis responses argumentative writing historical research charaterization analysis rhetorical analysis film comparison exit tickets to drive comprehenion

Big Idea/Unit:	Analyzing and Interpreting Essays, Speeches and Advertisements for Rhetorical Appeals and Devices
Pacing:	3 weeks

Standards:	Objective/Skill:	Vocabulary	Additional Resources	Assessments/Projects
CC.1.2.9–10.H CC.1.2.9–10.F CC.1.2.9–10.B CC.1.2.9–10.E CC.1.4.9–10.G CC.1.5.9–10.B CC.1.5.9–10.D CC.1.2.9–10.C	Identify and define the rhetorical appeals of ethos, pathos, and logos in a variety of texts and speeches. Analyze how authors and speakers use ethos, pathos, and logos to develop an argument and influence an audience. Identify and explain common rhetorical devices (e.g., repetition, parallelism, rhetorical questions, imagery, tone etc.) Evaluate how specific rhetorical choices strengthen or weaken an argument's effectiveness. Determine an author's purpose and intended audience and explain how rhetorical strategies support both. Cite specific textual evidence to support analysis of rhetorical strategies in written and spoken texts. Distinguish between logical reasoning, emotional appeal, and ethical credibility in persuasive texts. Analyze how tone and word choice impact meaning and persuasion. Break down an argument into claims, evidence, and reasoning to assess its validity. Compare how different speakers or authors approach similar topics using different rhetorical strategies. Write analytical responses explaining how rhetorical strategies contribute to meaning and effectiveness. Construct short persuasive or argumentative writing pieces using effective rhetorical appeals and devices. Participate in discussions identifying and defending interpretations of rhetorical strategies in texts.	Ethos Pathos Logos Rhetoric Claim Evidence Reasoning Counterclaim Rebuttal Bias Logical fallacy Diction Tone Syntax Imagery Figurative language Metaphor Repetition Parallelism Rhetorical question Allusion Anecdote	Selection of speeches such as: "I Have a Dream" - "Letter from Birmingham Jail" - "Ain't I a Woman?" etc. McDougal Littel Literature Anthology - Blue Book Multimedia sources (videos, podcasts, infographics) CANVAS/LMS for any online assignments, discussion boards, and quizzes (when applicable) Graphic organizers: evidence charts, text structure diagrams, essay planners Projection tools for modeling analysis and writing strategies MLA citation guides for evidence-based writing (ex: OWL @ Purdue) CommonLit	Rhetorical Analysis Color Coding Rewrite the Appeal— students rewrite a neutral paragraph using one specific appeal Device Hunt— find 5 rhetorical devices in a speech and explain effect Mini Speech Analysis — 1 paragraph CER (Claim–Evidence–Reasoning) "Sell It!" activity — students persuade classmates using assigned appeal only

Big Idea/Unit:	Deep Analysis of Text Using Contemporary Fiction (optional unit depending on time)
Pacing:	3 weeks

Standards:	Objective/Skill	Vocabulary	Additional Resources	Assessment/Projects
CC.1.3.9–10.A CC.1.3.9–10.C CC.1.3.9–10.E CC.1.3.9–10.F CC.1.3.9–10.K CC.1.5.9–10.B CC.1.5.9–10.D	Read independently and apply active reading strategies to improve comprehension, stamina, and engagement with complex texts. Analyze literary elements such as theme, characterization, symbolism, conflict, and author's craft to interpret meaning within a text. Support ideas, interpretations, and conclusions using relevant textual evidence and logical reasoning. Effectively in collaborative discussions by sharing ideas, listening actively, and responding thoughtfully to others. Write clear, organized responses that analyze texts, support claims with evidence, and communicate ideas effectively. Present ideas, analyses, and insights from independent reading novels clearly and effectively through presentations, or collaborative activities.		School Library (student choice novels - reding level appropriate) Overdrive/Sora (online library)	Graphic organizers Annotation guides Sentence stems Independent reading checkpoints Vocabulary & Theme trackers Reading conferences Choice boards Literature circles Quick Writes Student-created presentations