Grade level: 10th grade **Course Title: English 10** **Topic/Concept: Nonfiction literature**

Time Allotment: 4 weeks **Unit Sequence: 1**

Major Concepts to be learned:

- How to organize a nonfiction essay.
- What is nonfiction?
- Understand the various forms nonfiction comes in.
- How to read nonfiction differently from fiction.
- How to write in complete sentences.

Expected Skills to be demonstrated:

- Types of humor used in humorous essays.
- Reading clues for nonfiction.
- Fact versus Opinion
- Researching and organizing a speak out message using nonfiction resources.
- Picking out main ideas separately from the details

PA Standards/Anchors:

R11.A.2
R11.B.1
R11.B.3

Eligible Content:

R11.A.2.1.2	R11.A.2.3.1	R11.A.2.3.2
R11.A.2.4.1	R11.A.2.5.1	R11.A.2.6.1
R11.B.1.2		

Instructional Strategies:

Cooperative groups	Group discussion
Performance task	Research
Student Journals	Written work
Outlining	Evaluating
Specific Reading	Speak Out messages

Highlighting fact and opinion in editorial

Assessments:

- Graded speak out message
- Quiz on Run ons and fragments
- Journal writing, descriptive paragraph
- Test on nonfiction
- Graded textbook activities/handouts

Grade level: 10th grade **Course Title: English 10** **Topic/Concept: Tone--scary stories**

Time Allotment: 2.5 weeks **Unit Sequence: 2**

Major Concepts to be learned:

- How fiction is different from nonfiction.
- How tone is established in both movies and literature using many of the same techniques.

Expected Skills to be demonstrated:

- Knowledge of the definition of tone and the techniques an author uses to establish tone.
- Oral reading with feelingHow to use context clues to infer vocabulary in fiction.
- How to use the techniques of tone to enhance a creative sequel.
- Short story elements and examples in fiction and movies.

PA Standards/Anchors:

R11.A.1
R11.B.1
R11.B.2

Eligible Content:

R11.A.1.2.2 R11.A.1.3 R11.B.1.1
R11.A.1.5 R11.A.1.6.2
R11.B.2.1 R11.A.1.4

Instructional Strategies:

Cooperative groups Group discussion
Performance task Written work
Note Taking Specific Reading
Vocab hanouts from lit book
Watch Poe movie with teacher created handout
Choose own horror story to answer questions about in computer lab

Assessments:

- Vocabulary worksheets
- Reading quizzes on scary stories
- Original sequel to "A Monkey's Paw"Handouts on short stories read in class and on the Internet
- Finding 10 examples of establishing tone in movie

Grade level: 10th grade **Course Title: English 10** **Topic/Concept: Notes from the Midnight Driver**

Time Allotment: 5 weeks **Unit Sequence: 3**

Major Concepts to be learned:

- Review of major literary vocabulary.
- Universality of characters and situations.
- How to decipher new vocabulary words using context clues.
- Life lessons are learned by characters in novels and by real people.

Expected Skills to be demonstrated:

- Summarizing.
- Comparing and contrasting their lives and the lives of those they know with the lives and experiences of characters in a novel.
- Supporting theme with examples and quotes from the novel.
- Deciphering vocabulary using context clues.
- Applying literary vocabulary to the novel.
- Critiquing the novel's strengths and weaknesses and comparing what they think with other evaluators.

PA Standards/Anchors:	Eligible Content:
1.1.11 E 1.1.11 G 1.1.11.H 1.3.11. A 1.3.11. H	1.1.11.E 1.1.11.G 1.1.11.H 1.1.3.A 1.1.3.H

Instructional Strategies:		Assessments:
Cooperative groups Student Journals Role Play Summarizing Specific Reading	Group discussion Written work Graphic organizers Evaluating Photo tableaux	• Study guide • Journal writing • Quizzes • Tests • PSSA style practice writing

Grade level: 10th grade **Course Title: English 10** **Topic/Concept: Narrative speaking and writing**

Time Allotment: 1.5 weeks **Unit Sequence: 4**

Major Concepts to be learned:

- Story telling does not just happen in novels.
- Life lessons are gleaned in real life as well as in novels.
- How to set up a proper narrative essay and speech.

Expected Skills to be demonstrated:

- Ability to use appropriate parts of intro paragraph, and conclusion.
- Use of details in personal narrative.
- Sharing essay with the class as a speech with approprite intro, body and conclusion and proper volume, pace and eye contact.

PA Standards/Anchors:	Eligible Content:
1.4.11 1.5.11 1.6.11	1.4.11. B 1.5.11. A 1.5.11.B 1.5.11.C 1.6.11. C

Instructional Strategies:	Assessments:
• Lecture • Performance task • Written work • Oral presentation	• Narrative essay scored with 60 point rubric • Short narrative speech

Grade level: 10th grade **Course Title: English 10** **Topic/Concept: Poetry Time**

Allotment: 1-2 weeks **Unit Sequence: 5**

Major Concepts to be learned:

- Why do we have to study poetry?
- How do we approach a poem?
- What can literary techniques do to better a poem?

Expected Skills to be demonstrated:

- Analysis of poetic devices.
- Evaluation of poems and songs.
- Knowledge of poetic terms.

PA Standards/Anchors:

R.1.1.11
R.2.11
R.3.11
R.4.11

Eligible Content:

1.1.11.A
1.1.11.G
1.1.11.H
1.2.11.A
1.2.11.C
1.3.11.A, C, D
1.4.11. A

Instructional Strategies:

Cooperative groups
Group discussion
Performance task
Written work
Oral presentation
Note Taking
Evaluating
Specific Reading

Assessments:

- Tests and quizzes
- Journals
- Oral presentation

Grade level: 10th grade **Course Title: English 10** **Topic/Concept: Speak out: Persuasive writing**

Time Allotment: 1-2 weeks **Unit Sequence: 6**

Major Concepts to be learned:

- How to use researched facts to convince an audience of one's opinion.
- How to organize a clear paper.
- How to organize and deliver a clear speech.

Expected Skills to be demonstrated:

- Proper internet research.
- Logical support of one's own ideas.
- Proper presentation of a formal speech.
- Evaluation of own speaking ability

PA Standards/Anchors:	Eligible Content:
1.5.11 1.6.11 1.8.11	1.5.11.A, B, C 1.6.11.A, C 1.8.11.A, C

Instructional Strategies:	Assessments:
• Written work • Oral presentation	• Five paragraph essay, complete with outline • Videotaped oral reading/speech

Grade level: 10th grade **Course Title: English 10** **Topic/Concept: Biography**

Time Allotment: 3 weeks **Unit Sequence: 6**

Major Concepts to be learned:

- How to read nonfiction differently from fiction.
- How to distinguish between main ideas and details.
- How to distinguish between fact and opinion.

Expected Skills to be demonstrated:

- Read and summarize selections from assigned biographies.
- Complete an oral reading from the biography.
- Make a presentation to the class about the assigned individual.

PA Standards/Anchors:	Eligible Content:
R.1.1.11 R.1.2.11 R.1.6.11	R.1.6.11.A, B, C, D, E R. 1.2.11. A R.1.1.11.H

Instructional Strategies:		Assessments:
Research Oral presentation Summarizing Specific Reading	Written work Note Taking Evaluating	• Comprehension packet • Time on task • Oral presentation

Grade level: 10th grade **Course Title: English 10** **Topic/Concept: A Raisin in the Sun**

Time Allotment: 5-6 weeks **Unit Sequence: 8**

Major Concepts to be learned:

- How are prejudices the same and different from this historic time period?
- How are these characters like us?
- How is reading a play different from seeing it?

Expected Skills to be demonstrated:

- Comprehension of dialect and time period.
- Compare/contrast of characters to each other and themselves.
- Analysis of the way characters are developed in a play.
- Evaluation of acting, setting, and costumes and how those affect an audience.
- Synthesis of a new ending.

PA Standards/Anchors:	Eligible Content:
R.1.11 R.1.3 R.1.4 R.1.6	R.1.6.11.B, D, E R.4.11.A R.3.11.A, E, F R.1.11.G, H

Instructional Strategies:		Assessments:
Cooperative groups Written work Graphic organizers Evaluating	Group discussion Role Play Summarizing Specific Reading	• Reader's guides • Quizzes and tests • Written responses • Creation of a new final scene • Performance of a new final scene

Grade level: 10th grade **Course Title: English 10** **Topic/Concept: King Arthur**

Time Allotment: 2-3 weeks **Unit Sequence: 9**

Major Concepts to be learned:

- What is chivalry?
- How do modern people demonstrate the qualities of chivalry?
- How do medieval stories and poems illustrate chivalry?

Expected Skills to be demonstrated:

- Read literature based on the King Arthur story and identify fact and opinion.
- Compare/contrast characters to modern examples.
- Evaluate whether chivalry is alive or dead in the 21st century.
- Create a media project to answer that question--comparing the literary manifestations of chivalry and ones found in the modern world.

PA Standards/Anchors:	Eligible Content:
1.1.11 1.2.11 1.3.11 1.6.11	1.6.11.F 1.1.11.A, G, F, H 1.2.11 A,B 1.3.11.A

Instructional Strategies:		Assessments:
Cooperative groups Performance task Evaluating	Group discussion Oral presentation Specific Reading	• Quizzes and tests on literature • Chivalry media project • Written assessment of a King Arthur movie

Grade level: 10th grade **Course Title: English 10** **Topic/Concept: 12 Angry Men**

Time Allotment: 2-2.5 weeks **Unit Sequence: 10**

Major Concepts to be learned:

- Our backgrounds impact how we view life.
- Our legal system is good, but imperfect.
- Cause and effect helps us to logically make decisions.

Expected Skills to be demonstrated:

- Comprehension of the play \12 Angry Men.
- Knowledge of selected legal terms.
- Analysis of cause and effect as it relates to characters and the way they vote.
- The ability to use cause and effect to create their own arguments.

PA Standards/Anchors:

1.1.11
1.2.11
1.3.111.6

Eligible Content:

1.3.11.A, B, E, F
1.2.11.A1
1.1.11.D, E, G, H
1.6.11.D, E

Instructional Strategies:

Cooperative groups
Student Journals
Role Play
Evaluating
Performance task
Written work
Summarizing
Specific Reading

Assessments:

- Quizzes on acts of the play
- Written work that follows different characters' arguments
- Mock trial or cause effect essay

Grade level: 10th grade **Course Title: English 10** **Topic/Concept: The Pigman**

Time Allotment: 3 weeks **Unit Sequence: 11**

Major Concepts to be learned:

- Similarities between themselves and the characters
- the impact of the '60s on the novel
- Comprehension of the novel.

Expected Skills to be demonstrated:

- Show comprehension of the novel, its characters, and its situations.
- Understanding of the 1960s language.
- Analysis of how the characters are like modern teens.
- Researching a particular aspect of the 1960s.

PA Standards/Anchors:	Eligible Content:
1.1.11 1.3.11 1.7.11	1.1.11.D, E, G, H 1.3.11.A, B, F 1.7.11 B

Instructional Strategies:		Assessments:
Cooperative groups Research Oral presentation Evaluating	Group discussion Written work Summarizing Specific Reading	• Test on The Pigman • Quizzes on the novel • Journal entries • Worksheets on literary aspects of the novel

Grade level: 10th grade **Course Title: English 10** **Topic/Concept: Grammar mini units**

Time Allotment: 3+ weeks scattered between and during units **Unit Sequence: 12**

Major Concepts to be learned:

- What is a complete sentence?
- How do I punctuate according to rules rather than just guessing?

Expected Skills to be demonstrated:

- Learn definitions of grammatical terms.
- Apply the rules of standard English to make their writing more professional.

PA Standards/Anchors:	Eligible Content:
1.1.5	1.5.11. F

Instructional Strategies:	Assessments:
• Lecture • Written work	• Quizzes • Tests • Essays