Honors English 10
Program of Studies Description

*10160H HONORS ENGLISH 10

(Grade 10) (1.0 Credit)

(Prerequisite: Teacher Recommendation

Students will focus on reading, writing, speaking, and listening and will participate in extensive close reading opportunities that support text analysis. This course will provide students with higher-order text-dependent questions to promote deeper thinking about texts. Students will independently and collaboratively read, critically interpret, and respond in writing to themes such as, but not limited to, “Extending Freedom’s Reach,” “Inside the Nightmare,” “Outsiders and Outcasts,” “Virtue and Vengeance,” and “All That Glitters” presented in text selections. Students will read, understand, and respond to informational text as well as literary fiction – with an emphasis on comprehension, text-dependent analysis, connections among ideas and between texts, and textual evidence. There will be an emphasis on the writing process, specifically writing responses to Keystone-style writing tasks. The study of grammar (especially parts of the sentence, phrases, and clauses) will be combined with a thorough study of vocabulary to help students excel on standardized tests and be college and career ready. In addition, students will respond to writing prompts and complete a series of reading questions and activities. The Literature Keystone Exam will be administered at the end of this course. This course will challenge students to think critically and independently.

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Syllabus

Course Description: Students will focus on reading, writing, speaking, and listening and will participate in extensive close reading opportunities that support text analysis. This course will provide students with higher-order text-dependent questions to promote deeper thinking about texts. Students will read, critically interpret, and respond in writing to themes such as, but not limited to, "Extending Freedom's Reach," "Inside the Nightmare," "Outsiders and Outcasts," "Virtue and Vengeance," and "All That Glitters" presented in text selections. Students will read, understand, and respond to informational text as well as literary fiction – with an emphasis on comprehension, connections among ideas and between texts, and textual evidence. There will be an emphasis on the writing process, specifically writing responses to Keystone-style writing tasks. The study of grammar (especially parts of the sentence, phrases, and clauses) will be combined with an intense study of vocabulary to help students excel on standardized tests and be college and career ready. In addition, students will respond to writing prompts and complete a series of reading questions and activities. The Literature Keystone Exam will be administered at the end of this course. This course will challenge students to think more critically and more independently.

REQUIRED TOPICS OF STUDY	SUGGESTED INSTRUCTIONAL TIME	STANDARDS/ ELIGIBLE CONTENT	COMMON ASSESSMENT
Introduction / English Boot Camp	1-2 weeks		
Savvas Unit 1: Extending Freedom's Reach "What is the relationship between power and freedom?"	2 months	CC.1.2.9-10.A-L CC.1.3.9-10.A-K CC.1.4.9-10.A-L CC.1.5.9-10.A-C	Unit Test: Unit 1 Explanatory Essay Performance-Based Assessment
Novel (Honors- The Great Gatsby)	1 months	CC.1.3.9-10.A-K CC.1.4.9-10.A-F	Unit Test: Novel Test Keystone-Style Constructed Response Writings
Savvas Unit 2: Inside the Nightmare "What is the allure of fear?"	2 months	CC.1.3.9-10.A-K CC.1.2.9-10.A-L CC.1.4.9-10.M-Q	Unit Test: Unit 2 Short Story Performance-Based Assessment
Savvas Unit 4: Virtue and Vengeance "What motivates us to forgive?" (includes *The Tempest)*	2 months	CC.1.3.9-10.A-K CC.1.4.9-10.R-X	Unit Test: Unit 4 Argumentative Essay Performance-Based Assessment
Savvas Unit 5: "What do our possessions reveal about us?" All That Glitters	1-2 months	CC.1.3.9-10.A-K CC.1.4.9-10.M-Q CC.1.4.9-10.R-X	Unit Test: Unit 5 Research Report Performance-Based Assessment
Grammar & Keystone Preparation	Ongoing		

Resources: Savvas MyPerspectives Grade10, Savvas GrammarPlus Workbook Grade 10, The Great Gatsby, Teacher Handouts

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Curriculum Map

Unit 1	Savvas Unit 1: Extending Freedom's Reach
Big Idea	Students gain knowledge related to the concept of freedom.
Writing	Explanatory Essay Performance-Based Assessment
Unit Essential Questions:	"What is the relationship between power and freedom?"
Total Number of Days for Unit	8-9 weeks

Date/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials/Resources	Common Assessments	Link to Profile of a Zephyr
Introduction/ Week 1-2	CC.1.2.9–10.J CC.1.2.9–10.K CC.1.2.9–10.L CC.1.3.9–10.I CC.1.3.9–10.J CC.1.5.9-10.G CC.1.5.9-10.A-C	Attribute Hierarchy Demarcated Fundamental Democracy	Unit Introduction Silvia's Legacy (Video) Lewis Hine: Photographer of Conscience (Mentor Text: Explanatory Text)		Empathetic, Responsible Critical thinker Problem solver Leader Communicative Adaptable Confident Creative
Week 3	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	Equality Timeless Calibrated Symmetry Synchronizing	Harrison Bergeron by Kurt Vonnegut (Short Story)		Problem solver Creative

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	Satire Theme Tone Diction Syntax	Weightlessness			
Week 4	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.1.4.9–10.Q CC.1.5.9-10.A-C Rhetorical Devices: Appeals to Logic Appeals to Emotion Appeals to Authority Noun Phrase Verb Phrase Persuasive Devices: Charged Language Restatement Repetition Parallelism Anaphora Antithesis	Propaganda Conquerors Disarmament Appeasement Turmoil Tyranny Revolution Asunder Invective Belaboring Invoke Beachhead	from The “Four Freedoms” Speech by Franklin D. Roosevelt (Speech) Inaugural Address by John F. Kennedy (Speech)		Leader Communicative Adaptable
	CC.1.2.9–10.A CC.1.2.9–10.H		We Are Freedom by Evan Mawarire		Communicative Adaptable

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	CC.1.2.9–10.L		(Speech)		
Week 5	CC.1.3.9–10.B CC.1.3.9–10.C CC.1.3.9–10.E CC.1.3.9–10.F Satire Author's Purpose Author's Message/Theme Tone Diction Syntax Idioms Verbal Irony Sentences Starting with Conjunctions	Sabotage Intercept Subversive	The Censors by Luisa Valenzuela (Short Story)		
Week 6	CC.1.3.9–10.B CC.1.3.9–10.F Figurative Language Simile Metaphor Extended Metaphor Imagery Lyric Poem	Current Trill Flurry	Caged Bird by Maya Angelou (Poem) Some Advice to Those Who Will Serve Time in Prison by Nazim Hikmet (Poem)		Empathetic
Week 7	CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.L Text Structure Feature Article	Maligned Persecuted Oppressive	Anne Frank's Diary Speaks to Teen Girls in Secret Kabul Book Club		Empathetic

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Curriculum Map

	Participial and Absolute Phrases				
As time and teacher discretion allows	Reinforcing standards from previous selections in unit		Optional: Independent Learning: Teacher's Choice from unit selections		
Ongoing throughout unit			Savvas GrammarPlus Workbook Grade 10 IXL-aligned Skills	Savvas Selection Tests, IXL Skills, etc (teacher-adapted as needed)	
Week 8	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.H CC.1.4.9–10.K CC.1.4.9–10.L 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.V CC.1.4.9–10.W CC.1.4.9–10.X			End of Unit: Explanatory Essay & Unit Test (adapted as needed)	

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Novel Study	The Great Gatsby
Big Idea	Students will gain knowledge related to the various themes in the novel (The American Dream, Nostalgia, The Upper Class, Obsession, etc)
Writing	Essay-based Questions on End-of-novel Assessment
Unit Essential Questions:	What are the consequences of living in a society driven purely by material wealth and pleasure? Where is the line between healthy ambition and destructive obsession? How do wealth, privilege, and social class shape a person's identity and choices?
Total Number of Days for Unit	4-5 weeks

Date/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials/Resources	Common Assessments	Link to Profile of a Zephyr
	CC.1.2.9–10.I (seminal documents of literary significance)	Direct Characterization Indirect Characterization Point of View Narrative Structure Symbol Theme Internal v External Confict	Introductory Savvas Materials & Teacher-Made Materials Historical & Literary Context		Empathetic, Responsible Critical thinker Problem solver Leader Communicative Confident
	CC.1.3.9–10.D (Point of	Privy (Ch. 1)	The Great Gatsby	Teacher-Created	Critical thinker

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Curriculum Map

	View/Narration) CC.1.3.9–10.F (how words shape meaning)	Feign (Ch. 1) Supercilious (Ch. 1) Fractious (Ch. 1) Wistful (Ch. 1) Peremptory (Ch. 1) Intimation (Ch. 1) Anemia (Ch. 2) Hauteur (Ch. 2) Strident (Ch. 2)	Ch 1-2 Savvas Book Club Questions/ Reading Guide Questions	Reading Quizzes as needed	
	CC.1.3.9–10.C (how characters develop)	Impetuous (Ch. 3) Vacuous (Ch. 3) Corpulent (Ch. 3) Convivial (Ch. 3) Dissension (Ch. 3) Subterranean (Ch. 4) Juxtaposition (Ch. 4) Somnambulate (Ch. 4) Denizen (Ch. 4) Punctilious (Ch. 4)	The Great Gatsby Ch 3-4		Empathetic Problem solver

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	CC.1.3.9–10.A (determine a theme- focus on the theme of nostalgia and manipulation of time)	Confound (Ch. 5) Obstinate (Ch. 5) Nebulous (Ch. 5) Vestige (Ch. 5) Ineffable (Ch. 6) Turgid (Ch. 6) Contingency (Ch. 6) Lethargic (Ch. 6) Meretricious (Ch. 6) Elicit (Ch. 6)	The Great Gatsby Ch 5-6		Critical thinker Leader
	CC.1.3.9–10.C (how characters develop) CC.1.4.9–10.G (write arguments to support claims)	Dilatory (Ch. 7) Portentous (Ch. 7) Irreverent (Ch. 7) Vicarious (Ch. 7) Rancor (Ch. 7) Magnanimous (Ch. 7) Formidable (Ch. 7) Expostulation (Ch. 7) Clamor (Ch. 7) Lament (Ch.	The Great Gatsby Ch 7		Empathetic Problem solver

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		7)			
	CC.1.3.9–10.A (determine a theme- focus on American Dream, Green Light, Class, etc)	Unscrupulous (Ch. 8) Garrulous (Ch. 8) Fortuitous (Ch. 8) Amorphous (Ch. 8) Superfluous (Ch. 9) Pasquinade (Ch. 9) Surmise (Ch. 9) Commensurate (Ch. 9) Elude (Ch. 9) Pandered (Ch. 9)	The Great Gatsby Ch 8-9		Critical thinker Communicative Confident
				Teacher-Adapted Savvas Test, Including Essay Question(s)	

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Unit 2	Savvas Unit 2: Inside the Nightmare
Big Idea	Students are exposed to a variety of eerie tales and gain knowledge related to fear- its causes, its effects, and its allure
Writing	Analytical writings, short story creation at the end of the unit.
Unit Essential Questions:	“What is the allure of fear?”
Total Number of Days for Unit	8-10 weeks

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials/Resources	Common Assessments	
Introduction/ Week 1	CC.1.3.9–10.H CC.1.3.9–10.I CC.1.3.9–10.J CC.1.2.9–10.J CC.1.2.9–10.K CC.1.5.9-10.G	Motivate Dimension Manipulate Psychological Perspective	How to Make Your Writing Suspenseful (video) The Open Window (mentor text: short story))		

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Week 2	CC.1.3.9–10.A CC.1.3.9–10.B CC.1.3.9–10.C CC.1.3.9–10.E CC.1.3.9–10.F CC.1.3.9–10.K Diction Syntax Mood Denotation Connotation Independent Clause Dependent/Subordinate Clause Simple/Compound/Complex Sentences	Annihilate Antiquity Fissure Dissolution Rending Tumultuous	From Extraordinary Tales by Raul Garcia (movie) The Fall of the House of Usher by Edgar Allan Poe (gothic story)		
Week 3	CC.1.3.9–10.F Tone Diction Syntax Preposition Prepositional Phrase Adjective Phrase Adverb Phrase	Spacious Unvoiced Obscure Recessed Vestibule Muffled	House Taken Over by Julio Cortazar (magical realist story)		

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Week 4	CC.1.2.9–10.A CC.1.2.9–10.L Footnotes Data Visualization Icons and Symbols Informational Graphics		*From* How to Tell You're Reading a Gothic Novel by Adam Frost and Zhenia Vasiliev (informational graphic)		
Week 5	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.H CC.1.2.9–10.L Central idea Evidence Organization Diction Tone Idioms	Euphoria Conscious Agency	Dear Science: Why do people like scary movies and haunted houses? by Rachel Feltman and Sarah Kaplan (advice column)		
	CC.1.3.9–10.A CC.1.3.9–10.B CC.1.3.9–10.F Paraphrase Speaker Imagery Tone Theme Meter Rhyme (End, Internal, Scheme)	Entreating Implore Beguiling	Beware: do not read this poem by Ishmael Reed (poem) The Raven by Edgar Allen Poe (poem) Windigo by Louise Erdrich (poem)		

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	Inference Point of View (first) Perspective Verb Tenses	Consume Subsist Craved	The Cottage by Cynthia Pelayo (short story)		
Ongoing throughout unit			Savvas GrammarPlus Workbook Grade 10 IXL-aligned Skills	Savvas Selection Tests, IXL Skills, etc (teacher-adapted as needed)	
As time and teacher discretion allows	Reinforcing standards from previous selections in unit		Independent Learning: Teacher's Choice from unit selections		
	CC.1.4.9–10.B CC.1.4.9–10.E CC.1.4.9–10.F 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.R CC.1.4.9–10.T CC.1.4.9–10.U			End of Unit: Short Story & Unit Test (adapted as needed)	

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Curriculum Map

Unit 3	Savvas Unit 4: Virtue and Vengeance
Big Idea	Students explore one of Shakespeare's most famous plays and gain knowledge related to the human capacity for forgiveness.
Writing	Argumentative Essay Performance-Based Assessment
Unit Essential Questions:	"What motivates us to forgive?"
Total Number of Days for Unit	8-10 weeks

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials/Resources	Common Assessments	Link to Profile of a Zephyr
1 Week	CC.1.3.9–10.I CC.1.3.9–10.J CC.1.2.9–10.J CC.1.2.9–10.K CC.1.2.9–10.L CC.1.5.9-10.G	*Allusion* *Articulate* *Contentious* *Vehement* *Tolerate*	Unit Intro Mentor Text: Neither Justice nor Forgetting: Defining Forgiveness		Empathetic, Responsible Critical thinker Problem solver Leader Communicative Adaptable Confident Creative
2-3 Weeks	CC.1.3.9–10.C CC.1.3.9–10.K CC.1.2.9–10.L Summarize Tragedy vs Comedy vs Romance	Perfidious Treacherous Usurp	WCL: English Literary history intro WCL: The Tempest Act I		

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	Protagonist Conflict Plot/Subplot Paraphrase				
	CC.1.3.9–10.C CC.1.3.9–10.F Blank Verse Iamb Character Development Setting	Succession Heir Supplant	WCL: The Tempest Act II		Communicative Adaptable Confident Creative
	CC.1.3.9–10.E Plot Scenes Subplot	Valiant Valor Vigilance Invulnerable	WCL: The Tempest Act III		Communicative Adaptable Confident Creative
	CC.1.3.9–10.F Dramatic Speeches Soliloquy Aside Monologue Motif	Opportune Industrious Incite	WCL: The Tempest Act IV		Communicative Adaptable Confident Creative
	CC.1.3.9–10.A CC.1.3.9–10.B Resolution Epilogue Rhyming Couplet	Penitent Pardon Merciful Rectify	WCL: The Tempest Act V		
1 Week	CC.1.3.9–10.D CC.1.3.9–10.G	Swollen Scarred	WCL: “En el Jardin de los Espejos		

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	CC.1.3.9–10.H	Welt Sliver Cartilage	Quebrados Caliban Catches a Glimpse of His Reflection” (Poem)		
1 Week	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.L Argument Claim Rhetorical Devices Logical Fallacies Rhetorical Questions Strong Language Generalization Texts and Graphic Features (Titles/Captions/Subheadings etc) Verb Voice	Colloquial Neologisms Unintelligible Reconciliation Amends Restitution	PGL: Two Opposing Arguments: “The Timeless Bard” and “Shakespeare in Modern English” PGL: “Understanding Forgiveness”		Communicative Adaptable Confident Creative Empathetic
1 Week	CC.1.3.9–10.A CC.1.3.9–10.C CC.1.3.9–10.D CC.1.3.9–10.F Speaker Voice Diction Syntax Apostrophe Lyric Poem	Wrath Deceitful Hounded Omnipotent Authority Stentorian	PGL: Poetry Collection 1 (“A Poison Tree,” “Under a Certain Little Star“) PGL: “Señor Noboa” (flash fiction)		Adaptable Confident Creative Empathetic

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	Theme Characterization Plot Irony (Situational, Dramatic, Verbal)				
As time and teacher discretion allows	Reinforcing standards from previous selections in unit		Independent Learning: Teacher's Choice from unit selections (The Sun Parlor, This Morning I Pray for My Enemies, Phase One, The Forgiveness Project, A Dish Best Served Cold)		Problem solver Leader Communicative Adaptable
Ongoing throughout unit			Savvas GrammarPlus Workbook Grade 10 IXL-aligned Skills	Savvas Selection Tests, IXL Skills, etc (teacher-adapted as needed)	
	Reinforcing standards from previous selections in unit		Independent Learning: Teacher's Choice from unit selections		
	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	Dramatic Structure, Dramatic Speeches, Rhyme, Setting, Motif, Character Development		End of Unit: Argumentative Essay & Unit Test (adapted as needed)	

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	CC.1.4.9–10.K CC.1.4.9–10.L CC.1.4.9–10.P CC.1.4.9–10.R CC.1.4.9–10.S CC.1.4.9–10.T CC.1.4.9–10.V CC.1.4.9–10.W CC.1.4.9–10.X				

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Unit 5	Savvas Unit 5: All That Glitters
Big Idea	Students will gain knowledge related to humanity's positive and negative relationships with material possessions.
Writing	Informative Essay Performance-Based Assessment
Unit Essential Questions:	"What do our possessions reveal about us?"
Total Number of Days for Unit	4-8 weeks

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials/Resources	Common Assessments	Link to Profile of a Zephyr
		Paradox Chronicle Allocate Deduce Primary	**Unit Introduction:** **Video** Does More Money Equal More Happiness? **Mentor Text: Informative Text Model** I Came, I Saw, I Shopped		Empathetic, Responsible Critical thinker Problem solver Leader Communicative Adaptable Confident
	CC.1.2.10.J CC.1.3.10.J CC.1.4.10.V	Subject Composition	**Whole Class Learning:**		Creative

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	CC.1.4.10.W	Positive Space Negative Space	**Media: Photo Gallery** What We Carried by various authors		
	CC.1.2.10.J CC.1.2.10.K CC.1.3.10.A CC.1.3.10.B CC.1.3.10.E CC.1.3.10.F CC.1.3.10.I CC.1.3.10.J CC.1.4.10.B CC.1.4.10.F CC.1.4.10.G CC.1.4.10.H CC.1.4.10.H.1 CC.1.4.10.I CC.1.4.10.J CC.1.4.10.K CC.1.4.10.L CC.1.5.10.E	Refinement Suppleness Exquisite Gallantries Resplendent Homage	**<u>Whole Class Learning:</u>** **Short Story** The Necklace by Guy de Maupassant		Communicative Adaptable Confident
	CC.1.2.10.J CC.1.2.10.K CC.1.3.10.A CC.1.3.10.C	Avarice Desperate Needy	**<u>Whole Class Learning:</u>** **Poetry Collection** Avarice by Yusef Komunyakaa The Good Life by Tracy K. Smith Money by Reginald Gibbons		Communicative Adaptable Confident Empathetic

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			The Golden Deer by Srinjay Chakravarti		
	CC.1.2.10.A CC.1.2.10.C CC.1.2.10.F CC.1.2.10.K CC.1.3.10.B CC.1.3.10.F CC.1.3.10.I CC.1.4.10.U CC.1.4.10.V	Marauding Intemperate Despoiled	**Peer Group Learning:** **Journalism** In La Rinconada, Peru, Searching for Beauty in Ugliness by Marie Arana		Collaborative
		Burnished Lustrous Gilded	**Peer Group Learning:** **Short Story** The Golden Touch by Nathaniel Hawthorne		Critical thinker Problem solver Leader
		Mail Obdurate Ore	**Peer Group Learning:** **Poetry** From King Midas by Howard Moss		Critical thinker Problem solver Leader
		Individualistic Unique Vicariously	**Peer Group Learning:** **Magazine Article** My Possessions, Myself by Russell		Critical thinker Problem solver Leader

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Curriculum Map

			W. Belk		
Ongoing throughout unit			Savvas GrammarPlus Workbook Grade 10 IXL-aligned Skills	Savvas Selection Tests, IXL Skills, etc (teacher-adapted as needed)	
	Reinforcing standards from previous selections in unit		Independent Learning: Teacher's Choice from unit selections		
	CC.1.2.10.J CC.1.3.10.J CC.1.4.10.A CC.1.4.10.B CC.1.4.10.C CC.1.4.10.D CC.1.4.10.E CC.1.4.10.E1 CC.1.4.10.F CC.1.4.10.G CC.1.4.10.H CC.1.4.10.H.1 CC.1.4.10.I CC.1.4.10.J CC.1.4.10.K CC.1.4.10.K1 CC.1.4.10.L CC.1.4.10.R CC.1.4.10.V CC.1.4.10.X			End of Unit: Research Report & Unit Test (adapted as needed)	