



SPRING GROVE AREA SCHOOL DISTRICT

PLANNED COURSE OVERVIEW



Course Title: English 10 Grade Level(s): 10 Units of Credit: 1.5 Classification: Required	Length of Course: 30 cycles Periods Per Cycle: 9 Length of Period: 43 minutes Total Instructional Time: 193.5 hours
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Course Description

English 10 is a survey of the following literary genres: short story, drama, and the novel. Particular emphasis is placed upon the various literary elements of fiction. Composition includes topic sentence and paragraph development, expository and narrative writing, response to literature, and journal writing. Vocabulary development, grammar, and oral communication are also emphasized. This course is recommended only for students who scored below proficient on the 8th grade PSSA.

Instructional Strategies, Learning Practices, Activities, and Experiences

Bell Ringers Teacher Demonstrations Guided Individual Practice Guided Group Practice	Independent Reading Homework Flexible Groups	Constructed Response Timed Essay Response SAT Reading and Writing Practice
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Assessments

Quizzes Tests Journals	Essays Research Paper Independent Project	Group Projects Homework Checks Common Final
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Materials/Resources

<i>Elements of Literature: Level 4</i> Holt, Rinehart and Winston	<i>Elements of Language: Level 3</i> Holt, Rinehart and Winston
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Adopted: 9/21/88

Revised: 9/3/91; 8/19/98; 10/04; 8/16/10; 5/19/14

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Short Stories</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Identify, examine, and evaluate short story elements (plot, setting, theme, character/character motivations, point of view, tone, mood, symbolism). • Make inferences and draw conclusions. • Understand allegory. • Identify allusions. <p>Standards</p> <p>CC1.3.9-10.A 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.</p> <p>CC1.3.9-10.B Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC1.3.9-10.C Determine a theme or central idea of a text and analyze in detail 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.</p> <p>CC1.3.9-10.E Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create an effect</p> <p>CC1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Poetry</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Identify and understand the use of figurative language. • Identify poem's tone/mood/poet's style. • Identify a poem's theme. • Identify the use of allusion in a poem. • Understand the TPCASTT method of poetry analysis. <p>Standards:</p> <p>CC1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>CC1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.4.9-10.O Use techniques such as dialogue description, reflection to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Nonfiction (Memoir)</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Determine author’s purpose. • Identify and evaluate theme. • Identify author’s tone. • Identify author’s style. • Evaluate a work’s mood. • Draw conclusions and make inferences. • Understand relevant contextual vocabulary. • Understand Jewish terminology. • Understand major historical events of WW II. <p>Standards:</p> <p>CC1.2.9-10.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.</p> <p>CC1.2.9-10.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.</p> <p>CC1.2.9-10.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.</p> <p>CC1.2.9-10.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CC1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Novel</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Identify and evaluate theme. • Identify author's tone. • Identify author's style. • Evaluate a work's mood. • Compare/contrast/interpret/analyze character. • Draw conclusions and make inferences. • Understand relevant contextual vocabulary. • Understand/recall major events of WWII. <p>Standards:</p> <p>CC1.3.9-10.A 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.</p> <p>CC1.3.9-10.B Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC1.3.9-10.C Determine a theme or central idea of a text and analyze in detail 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.</p> <p>CC1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect</p> <p>CC1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Drama</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Identify elements of drama (dialogue, aside, soliloquy, catharsis, stage direction). • Identify and evaluate theme. • Identify author’s tone. • Identify author’s style. • Evaluate a work’s mood. • Compare/contrast/interpret/analyze character. • Draw conclusions and make inferences. <p>Standards:</p> <p>CC1.3.9-10.A 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.</p> <p>CC1.3.9-10.B Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC1.3.9-10.C Determine a theme or central idea of a text and analyze in detail 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.</p> <p>CC1.3.9-10.E Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create an effect</p> <p>CC1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Vocabulary	<p>Standards:</p> <p>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.</p> <p>CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.</p>

