



# SPRING GROVE AREA SCHOOL DISTRICT



## PLANNED COURSE OVERVIEW

<b>Course Title:</b> College Prep English 10 Honors <b>Grade Level(s):</b> 10 <b>Units of Credit:</b> 1.5 <b>Classification:</b> Required	<b>Length of Course:</b> 30 cycles <b>Periods Per Cycle:</b> 9 <b>Length of Period:</b> 43 minutes <b>Total Instructional Time:</b> 193.5 hours
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### ***Course Description***

This course offers a similar structural approach as that of *College Prep English 10* (see below) but will require further in-depth analysis of the literature and history of the world, a more extensive written output, and a greater understanding of grammatical structure. Students are required to type or computer generate all final pieces of writing. ***Prerequisite: Honors Program criteria***

*College Prep English 10* focuses on developing communication skills necessary for post-secondary education. World literature, a survey of all literary genres, is designed to expose students to literature from a variety of cultures throughout history. Other course objectives are to expand vocabulary and develop writing skills with emphasis on exposition and applied grammar.

### ***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:** 8/16/89

**Revised:** 9/3/91; 8/19/98; 10/04; 8/16/10; 5/19/14; 2/11/15

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CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Short Story Unit</p>	<ul style="list-style-type: none"> <li>• Identify, examine, and evaluate short story elements (plot, setting, theme, character/character motivations, point of view, tone, mood, symbolism).</li> <li>• Make inferences and draw conclusions.</li> <li>• Understand allegory.</li> <li>• Identify allusions.</li> </ul> <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>	<ul style="list-style-type: none"> <li>• Identify and understand the use of figurative language.</li> <li>• Identify poem's tone/mood/poet's style.</li> <li>• Identify a poem's theme.</li> <li>• Identify the use of allusion in a poem.</li> <li>• Understand the TPCASTT method of poetry analysis.</li> </ul> <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>	<ul style="list-style-type: none"> <li>• Determine author’s purpose.</li> <li>• Identify and evaluate theme.</li> <li>• Identify author’s tone.</li> <li>• Identify author’s style.</li> <li>• Evaluate a work’s mood.</li> <li>• Draw conclusions and make inferences.</li> <li>• Understand relevant contextual vocabulary.</li> </ul> <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>Drama</p>	<ul style="list-style-type: none"> <li>• Identify elements of drama (dialogue, aside, soliloquy, catharsis, stage direction).</li> <li>• Identify and evaluate theme.</li> <li>• Identify author's tone.</li> <li>• Identify author's style.</li> <li>• Evaluate a work's mood.</li> <li>• Compare/contrast/interpret/analyze character.</li> <li>• Draw conclusions and make inferences.</li> <li>• Understand relevant contextual vocabulary.</li> <li>• Understand the ideals of feminism and the Cult of Domesticity.</li> </ul> <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>Epic and Drama</p>	<ul style="list-style-type: none"> <li>• Identify elements of drama (dialogue, aside, soliloquy, catharsis, stage direction).</li> <li>• Identify and evaluate theme.</li> <li>• Identify author's tone.</li> <li>• Identify author's style.</li> <li>• Evaluate a work's mood.</li> <li>• Compare/contrast/interpret/analyze character.</li> <li>• Draw conclusions and make inferences.</li> <li>• Understand relevant contextual vocabulary.</li> <li>• Understand/recall select Greek gods/goddesses.</li> <li>• Understand Greek custom.</li> </ul> <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>



<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Vocabulary	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 or phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.