

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Concepts of English 10

**Curriculum Writing Committee:
Erica Muttee and Kathy Farley**

Grade Level: 10

Date of Board Approval: 2023

Course Weighting: Concepts English 10

Major Assessments	45%
Skills Application	30%
Skills Practice	20%
Participation/Classwork/Homework	5%
Total	100%

Curriculum Map

Overview:

This course is designed to provide the English student in need of additional support with a better understanding and command of vocabulary, grammar, writing, research, nonfiction, and literature. The literature presented and discussed in this course, which fosters critical thinking skills, includes works from the following literary genres: poetry, drama, short stories, and nonfiction. All objective and written assessments are based on Pennsylvania Core Standards and the basic skills required to achieve proficiency on the Pennsylvania Keystone Exam. Students' reading skills are assessed not only with objective standards-based quizzes and tests, but also with written answers to constructed-response questions. A supplementary objective of this course is to develop and improve students' writing skills. Thus, students will review and be assessed on basic grammar, punctuation, usage, and mechanics. A research paper is a course requirement.

Goals:

Marking Period One

Week 1-3 "The Leap" -- Short Story

This story focuses on:

- Making Predictions
- Plot
- Foreshadowing
- Tone
- Style
- Mood
- Synonyms
- Antonyms
- Constructed Response

Week 4-5 -- "The Monkey's Paw" -- *Short Story*

This story focuses on:

- Plot
- Making Predictions
- Theme
- Concrete and Abstract Nouns
- Common Nouns
- Prefixes mal- and au-
- Constructed Response

Week 6-7 -- "The Street of the Canon" -- *Short Story*

This story focuses on:

- Making Inferences
- Synonyms
- Setting
- Pronouns
- Latin suffix -ity
- Constructed Response

Week 8 – District's Benchmark Exam as per the Assessment Plan

Week 9-10 -- "Civil Peace" -- *Short Story*

This story focuses on:

- Theme
- Drawing Conclusions
- Latin prefix com-
- Antonyms
- Synonyms
- Adjectives
- Adverbs
- Constructed Response

Marking Period Two

Week 11-12 -- "A Problem" -- *Short Story*

This story focuses on:

- Making Inferences
- Characters
- Characterization
- Latin suffix -able
- Verb Tenses
- Constructed Response

Week 13-14 -- Drama Unit

This unit focuses on:

- Drama
- Narrative Script
- Characterization
- Stage Directions
- Dialogue
- Monologue
- Soliloquy
- Aside

Week 15-17 – Poetry Unit

This unit focuses on:

- Ballad
- Sonnet
- Free Verse
- Rhyme Scheme
- Figurative Language
- Sound Devices

Week 18-19 -- “Contents of the Dead Man’s Pocket” -- *Short Story*

This story focuses on:

- Internal Conflict
- External Conflict
- Point of View
- Constructed Response

Marking Period Three

Week 20 – District’s Benchmark Assessment as per the Assessment Plan

- Research Paper Biography
- Research Paper Works Cited

Week 21-22 -- “*from* Swimming to Antarctica” -- *Memoir*

This story focuses on:

- Mood
- Constructed Response

Week 23-24-- “Conductorette *from* I Know Why the Caged Bird Sings” -- *Autobiography*

This story focuses on:

- Bias
- Constructed Response

Week 25-26 -- “Keep Memory Alive” -- *Essay*

This story focuses on:

- Propaganda
- Rhetorical Devices
- Latin Root *-scend-*
- Direct and Indirect Objects
- Constructed Response

Marking Period Four

Week 27-29-- – “Sound of Thunder”

This story focuses on:

- Elements of Science Fiction
- Constructed Response

Week 30 – *The Lorax*

This story focuses on:

- Allegory
- Satire

Week 31 -- “Seeing Things *from* How the Brain Works” -- *Science Writing*

This story focuses on:

- Text Organization
- Diction
- Central Idea
- Constructed Response

Week 32 -- “Like the Sun” and “The Open Window” --*Short Story*

This story focuses on:

- Paradox
- Irony
- Pronoun/Antecedent Agreement
- Subject-Verb Agreement
- Constructed Response

Week 33 – Keystone Literature Exam

Week 33-36 – Research Paper

This unit focuses on:

- Rhetorical Devices
- Works Cited Page
- Parenthetical Citations
- Direct Quotes

- Paraphrasing
- MLA 9th Edition Formatting

Big Ideas:

- Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
- Writing is a way of documenting thinking.
- Purpose, topic, and audience guide types of writing.
- Writing is a recursive process that conveys ideas, thoughts, and feelings.
- Listening provides the opportunity to learn, reflect, and respond.
- Effective speaking and listening are essential for productive communication.

Textbook and Supplemental Resources:

- *Pearson Common Core Literature*
- Pearson Education, 2015
ISBN #: 978-0-13-326821-8
- Keystone Literature Released Items (PDE Website)
- *A Sound of Thunder* (Science Fiction)
- *The Life of John Lennon* (Musical Reader's Theater's Script)
- Poetry Unit
- *Lorax* (Allegory)
- IXL Learning Platform

Curriculum Plan

Subject/Unit: “The Leap” -- Weeks 1-3

Overview:

This story focuses on:

- Making Predictions
- Plot
- Foreshadowing
- Tone
- Style
- Mood
- Synonyms
- Antonyms

PA Core Standards for English Language Arts Standards:

CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.E, CC.1.3.9-10.F, CC.1.3.9-10.B, CC.1.4.9–10.L, CC.1.4.9–10.R, CC.1.4.9–10.S, CC.1.3.9–10.K, CC.1.3.9–10.D, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

Assessment Anchor(s):

L.F.1.2, L.F.2.3, L.F.1.1

Eligible Content:

L.F.1.2, L.F.2.3.3, L.F.2.3.5, L.F.1.1.2, C.P.1.1.5, C.P.3.1.1, C.P.3.1.2, C.P.3.1.3, C.P.3.1.4, C.P.3.1.5, L.F.2.3.6, CC.1.3.9–10.C, L.F.1.1.3, L.F.2.3.1, L.F.2.3.4

Objectives:

- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will clarify and expand their understanding of the text by conducting research (DOK 4)
- Students will synthesize their thoughts and research by writing a response to text, supporting their ideas with evidence (DOK 3)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)
- Student will be able to increase their vocabulary through use of synonyms and antonyms (DOK 2)

Core Activities and Corresponding Instructional Methods:

- Introduce the focus question: “Can progress be made without conflict?”
- Introduce plot, foreshadowing, and making predictions
- Complete “Vocabulary Builder”
- Complete “Literary Analysis: Plot and Foreshadowing” (*Reading Kit, page 2*)
- Complete “Reading: Make Predictions” (*Reading Kit, page 8*)
- Introduce Keystone Literature vocabulary (**mood, foreshadowing, flashback, setting, characters, direct characterization, indirect characterization, plot, exposition, conflict, rising action, climax, falling action, resolution, point of view, allusion, tone**)
- Model annotating text (*Sample Mark-up Annotation, page iii - viii*)
- Students annotate “The Leap,” following the modeled example (*Close Reading, pages 1-8*)
- Introduce synonyms and antonyms. Practice skill using “Unit 1: Short Stories Big Question Vocabulary 2” (*Student Companion All-in-One Workbook*)
- Introduce the constructed response question: “**Analyze the ways in which the narrator’s views of reality were shaped by the choices that her mother made. Use information from the passage to support your answer.**”
- Teacher models the format for the constructed response
- Students will write their own constructed response.
- Complete *IXL* activities

Assessments:

Diagnostic:

- District Benchmark Assessment from previous year
- Vocabulary pretest

Formative:

- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- *IXL*
- Constructed response
- “Literary Analysis: Plot and Foreshadowing” (*Reading Kit, page 3*)
- “Reading: Make Predictions” (*Reading Kit, page 9*)

Summative:

- Selection Test
- Vocabulary Assessment
- Constructed Response

Subject/Unit: “The Monkey’s Paw” -- Weeks 4-5

Overview:

This story focuses on:

- Plot
- Making Predictions
- Theme
- Concrete and Abstract Nouns
- Common Nouns
- Prefixes mal- and au-

PA Core Standards for English Language Arts Standards:

CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.E, CC.1.3.9-10.F, CC.1.3.9-10.B, CC.1.4.9–10.L, CC.1.4.9–10.R, CC.1.4.9–10.S, CC.1.3.9–10.K, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

Assessment Anchor(s):

L.F.1.2, L.F.2.3, L.F.1.1

Eligible Content:

L.F.1.2, L.F.2.3.3, L.F.2.3.5, L.F.1.1.2, C.P.1.1.5, C.P.3.1.1, C.P.3.1.2, C.P.3.1.3, C.P.3.1.4, C.P.3.1.5

Objectives:

- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will clarify and expand their understanding of the text by conducting research (DOK 4)
- Students will synthesize their thoughts and research by writing a response to text, supporting their ideas with evidence (DOK 3)
- Students will be able to use nouns correctly (DOK 1)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)

Core Activities and Corresponding Instructional Methods

- Cumulative Skills and Vocabulary Review
- Review the focus question: “Can progress be made without conflict?”
- Review plot and making predictions
- Complete “Vocabulary Builder”
- Complete “Conventions: Nouns” (*All-In-One Notebook, page 9*)

- Complete “Language Study” (*Text, page 34*)
- Complete “Literary Analysis: Plot” (*All-In-One Workbook, page 6*)
- Complete “Reading: Use Prior Knowledge to Make Predictions” (*All-In-One Workbook, page 7*)
- Introduce Keystone vocabulary (**theme, summary, author’s purpose, fiction, genre, elements of fiction, affix, prefix, suffix, synonym, antonym**)
- Annotate “The Monkey’s Paw” (*Close Reading Notebook*)
- Discuss how the characters interact and change over time
- Introduce the constructed response question: **“At the end of the story, analyze how Mr. and Mrs. White’s feelings about the talisman changed. Use information from the passage to support your answer.”**
- Complete the constructed response using four pieces of evidence from the story.
- Complete *IXL* activities

Assessments:

Diagnostic:

- Benchmark as per district plan
- Vocabulary Pretest

Formative:

- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- *IXL*
- Constructed response
- “Literary Analysis: Plot and Foreshadowing” (*Reading Kit, page 3*)
- “Reading: Make Predictions” (*Reading Kit, page 9*)

Summative:

- Selection Test
- Vocabulary Assessment
- Constructed Response

Subject/Unit: “The Street of Canon” -- Weeks 6-7

Overview:

This story focuses on:

- Making Inferences
- Synonyms
- Setting
- Pronouns
- Latin suffix -ity

PA Core Standards for English Language Arts Standards:

CC.1.3.9-10B, CC.1.3.9-10.E, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

Assessment Anchor(s):

L.F.1.1, L.F.1.3, L.F.2.1, L.F.2.3, L.F.2.5, L.F.2.2, L.F.2.4, L.F.1.2, L.F.3.1

Eligible Content:

L.F.1.1.1, L.F.1.3.1, L.F.2.1.2, L.F.1.1.3, L.F.2.3.2, L.F.2.3.3, L.F.2.5.3, L.F.2.2.2, L.F.2.4.1, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1.6

Objectives:

- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will synthesize their thoughts by writing a response to text, supporting their ideas with evidence (DOK 3)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)
- Students will be able to use pronouns correctly (DOK 1)
- Students will be able to increase their vocabulary through use of synonyms, antonyms, and suffixes (DOK 2)

Core Activities and Corresponding Instructional Methods:

- Cumulative Skills and Vocabulary Review
- Complete “Vocabulary Builder”

- Review the focus question: “Can progress be made without conflict?”
- Review making inferences and setting
- Complete “Literary Analysis: Setting” (*All-In-One Workbook, page 13*)
- Complete “Literary Analysis: Setting” (*Reading Kit, page 54*)
- Complete “Literary Analysis: Making Inferences” (*Reading Kit, page 58*)
- Complete “Reading: Make Inferences and Read on to Find Additional Resources” (*All-In-One Workbook, page 14*)
- Introduce Keystone Literature vocabulary (**cultural significance, interpret, characterization, analysis, differentiate, dialect, motif**)
- Students annotate “The Streets of Canon” (*Close Reading, pages 21-29*)
- Review pronouns
- Complete “Conventions: Pronouns”
- Complete “Grammar: Personal Pronouns” (*Reading Kit, page 40*)
- Introduce the Latin suffix -ity. Complete the “Language Study” activities on page 48 in the text.
- Introduce the constructed response question: “**Analyze what dangers the man from Hidalgo faced, and how they might not apply in a story set in a different time or place. Use information from the passage to support your answer.**”
- Complete the constructed response using four pieces of evidence from the story.
- Complete *IXL* activities

Assessments:

Diagnostic:

- Benchmark as per district plan
- Vocabulary Pretest

Formative:

- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- *IXL*
- Constructed response
- Complete “Grammar: Personal Pronouns” (*Reading Kit, page 41*)
- Complete “Literary Analysis: Setting” (*Reading Kit, page 55*)
- Complete “Literary Analysis: Making Inferences” (*Reading Kit, page 59*)

Summative:

- Selection Test
- Vocabulary Assessment
- Constructed response

Subject/Unit: District’s Benchmark Assessment-- Week 8

Subject/Unit: “Civil Peace” -- Weeks 9-10

Overview:

This story focuses on:

- Theme
- Drawing Conclusions
- Latin prefix com-
- Antonyms
- Synonyms
- Adjectives
- Adverbs

PA Core Standards for English Language Arts Standards:

CC.1.3.9-10.A, CC.1.3.9-10B, CC.1.3.9-10.E, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

Assessment Anchor(s):

L.F.1.1, L.F.1.3, L.F.2.1, L.F.2.3, L.F.2.5, L.F.2.2, L.F.2.4, L.F.1.2, L.F.3.1

Eligible Content:

L.F.1.1.2, L.F.1.3.1, L.F.1.3.2, L.F.2.3.4, L.F.1.1.1, L.F.1.3.1, L.F.2.1.2, L.F.1.1.3, L.F.2.3.2, L.F.2.3.3, L.F.2.5.3, L.F.2.2.2, L.F.2.4.1, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1.6

Objectives:

- The students will determine the theme of the passage (DOK 2)
- The students will use prior knowledge and details from the text to draw conclusions (DOK 2)
- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will synthesize their thoughts by writing a response to text, supporting their ideas with evidence (DOK 3)
- Students will be able to use adverbs and adjectives correctly (DOK 1)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)
- Students will be able to increase their vocabulary through use of synonyms,

antonyms, and suffixes (DOK 2)

Core Activities and Corresponding Instructional Methods:

- Cumulative Skills and Vocabulary Review
- Complete “Vocabulary Builder”
- Introduce Keystone Literature vocabulary (**narrative, multiple meaning words, literary movement, literary device**)
- Complete “Literary Analysis: Theme” (*Reading Kit, page 76*)
- Complete “Reading: Drawing Conclusions” (*Reading Kit, page 83 /*)
- Students annotate “Civil Peace”
- Complete “Language Study” in text, page 60
- Read and discuss “Degrees of Adjectives and Adverbs” (Text, page 62)
- Complete “Grammar: Degrees of Adjectives and Adverbs”
- Complete “Grammar: Degrees of Adjectives” (*Reading Kit, page 140*)
- Complete “Grammar: Degrees of Adverbs” (*Reading Kit, page 138*)
- Introduce the constructed response question: **“Analyze the significance of this sentence in the passage. “Nothing puzzles God.” Use evidence from the passage to support your answer.”** (Note: Judging from the circumstances of each event, explain what you think Jonathan means by this expression.)
- Students complete constructed response using evidence from the text.
- Complete *IXL* activities

Assessments:

Diagnostic:

- Benchmark as per district plan
- Vocabulary Pretest

Formative:

- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- *IXL*
- Constructed response
- Complete “Literary Analysis: Theme” (*Reading Kit, page 77*)
- Complete “Reading: Draw Conclusion” (*Reading Kit, page 83*)
- Complete “Grammar: Degrees of Adjectives” (*Reading Kit, page 141*)
- Complete “Grammar: Degrees of Adverbs” (*Reading Kit, page 139*)

Summative:

- Selection Test
- Vocabulary Assessment
- Constructed response
- Keystone Released Item

Subject/Unit: "A Problem" -- Weeks 11-12

Overview:

This story focuses on:

- Making Inferences
- Characters
- Characterization
- Latin suffix -able
- Verb tenses

PA Core Standards for English Language Arts Standards:

CC.1.3.9-10.E, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

Assessment Anchor(s):

L.F.1.1, L.F.1.3, L.F.2.1, L.F.2.3, L.F.2.5, L.F.2.2, L.F.2.4, L.F.1.2, L.F.3.1

Eligible Content:

L.F.1.1.1, L.F.1.3.1, L.F.2.1.2, L.F.1.1.3, L.F.2.3.2, L.F.2.3.3, L.F.2.5.3, L.F.2.2.2, L.F.2.4.1, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1.6

Objectives:

- The students will make inferences by combining clues in the text with information that they already know in order to make a logical guess about the meaning of the text (DOK 2)
- The students will understand the difference between direct and indirect characterization (DOK 2)
- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will synthesize their thoughts by writing a response to text, supporting their ideas with evidence (DOK 3)
- Students will be able to use verb tense correctly (DOK 1)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)

Core Activities and Corresponding Instructional Methods:

- Cumulative Skills and Vocabulary Review
- Complete “Writing About the Big Question” (*All-In-One Workbook*)
- Complete “Vocabulary Builder”
- Review characterization and making inferences
- Complete “Literary Analysis: Characterization” (*All-In-One Workbook*)
- Complete “Literary Analysis: Character and Characterization” (*Reading Kit, page 52*)
- Review verb tense (text, page 76)
- Complete “Conventions: Verb Tenses” (*All-In-One Workbook, page 30*)
- Read and annotate “A Problem” (*text, page 66-74*)
- Introduce Keystone Literature vocabulary (**inference, sentence variety, style, syntax, literary element, dialogue**)
- Introduce the constructed response: **“Analyze in what ways, if any, does the character of Sasha develop over the course of the story. Use evidence from the passage to support your answer.”**
- Complete *IXL* activities

Assessments:

Diagnostic:

- Benchmark as per district plan
- Vocabulary Pretest

Formative:

- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- *IXL*
- Constructed response
- “Literary Analysis: Character and Characterization” (*Reading Kit, page 53*)

Summative:

- Selection Test
- Vocabulary Assessment
- Constructed response
- Keystone Released Item

Subject/Unit: “The Life of John Lennon” -- Weeks 13-14

Overview:

This unit focuses on:

- Drama
- Narrative Script
- Characterization
- Stage Directions
- Dialogue
- Monologue
- Soliloquy
- Aside

PA Core Standards for English Language Arts Standards:

CC.1.3.9-10.C, CC.1.3.9-10.G, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

Assessment Anchor(s):

L.F.1.1, L.F.1.3, L.F.2.1, L.F.2.3, L.F.2.5, L.F.2.2, L.F.2.4, L.F.1.2, L.F.3.1

Eligible Content:

L.F.,2.3.4, L.F.2.2.1, L.F.2.2.3, L.F. 2.2.4, L.F.1.1.1, L.F.1.3.1, L.F.2.1.2, L.F.1.1.3, L.F.2.3.2, L.F.2.3.3, L.F.2.5.3, L.F.2.2.2, L.F.2.4.1, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1.6

Objectives:

- Students will be able to identify and label the parts of a dramatic script (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will compare/contrast the differences between drama and narrative prose (DOK 2)
- Students will synthesize their thoughts by writing a constructed response, supporting their ideas with evidence (DOK 3)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)

Core Activities and Corresponding Instructional Methods:

- Cumulative Skills and Vocabulary Review
- Introduce Keystone Literature vocabulary (**drama, aside, soliloquy, monologue, dramatic script, narrative prose, dialogue, stage directions**)
- View video examples of soliloquy, monologue, and aside, and discuss the screenwriter’s purpose for including these in the dramatic script
- Introduce “The Life of John Lennon: A Musical Reader’s Theatre Script,” and label the parts of the dramatic script
- Read “The Life of John Lennon: A Musical Reader’s Theatre Script”
- Introduce the mini constructed response **“Analyze what the dialogue reveals about Julian’s personality. Use evidence from the passage to support your answer.”**
- Compare and contrast the differences in form between “The Life of John Lennon” and “A Problem”

Assessments:

Diagnostic:

- Benchmark as per district plan
- Vocabulary Pretest

Formative:

- Teacher observation
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- IXL
- Constructed Response

Summative:

- Drama Quiz
- Vocabulary Assessment
- Mini Constructed Response
- Keystone Released Item

Subject/Unit: Poetry Unit -- Weeks 15-17

Overview:

This unit focuses on:

- Ballad
- Sonnet
- Free Verse
- Rhyme Scheme
- Figurative Language
- Sound Devices

PA Core Standards for English Language Arts Standards:

CC.1.3.9-10.A, CC.1.3.9-10.B, CC.1.3.9-10.C, CC.1.3.9- 10.D, CC.1.3.9-10.E, CC.1.3.9-10.F, CC.1.3.9-10.G, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC1.4.9-10.A, CC1.4.9-10.B, CC1.4.9-10.C, CC1.4.9-10.D, CC1.4.9-10.E, CC1.4.9-10.F, CC1.4.9-10 H,CC1.5.9-10.A, CC1.5.9-10.G

Assessment Anchor(s):

L.F.1.1, L.F.1.3, L.F.2.1, L.F.2.3, L.F.2.5, L.F.2.2, L.F.2.4, L.F.1.2, L.F.3.1

Eligible Content:

L.F.,2.3.4, L.F.2.2.1, L.F.2.2.3, L.F. 2.2.4, L.F.1.1.1, L.F.1.3.1, L.F.2.1.2, L.F.1.1.3, L.F.2.3.2, L.F.2.3.3, L.F.2.5.3, L.F.2.2.2, L.F.2.4.1, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1

Objectives

- Students will be able to identify Keystone Literature exam based vocabulary related to poetry (DOK 1)
- Students will be able to identify the conventions of and differentiate between the poetic forms of a ballad, sonnet, and free verse (DOK 1,2)
- Students will be able to identify sound devices such as alliteration, assonance, consonance, rhyme, and onomatopoeia and evaluate their effectiveness in establishing mood and tone (DOK 1,2)
- Students will be able to identify and explain how figurative language including metaphor, simile, personification, imagery, and hyperbole conveys meaning and contributes to mood and tone in poetry (DOK 1-3)

Core Activities and Corresponding Instructional Methods:

- Cumulative Skills and Vocabulary Review
- Introduce Keystone Literature vocabulary (**poetry, structure of a poem, figurative language, simile, metaphor, personification, hyperbole, imagery, slant rhyme, alliteration, onomatopoeia, sound devices, voice, rhyme scheme, diction, slant rhyme**)
- Complete interactive background notes on definitions and poetic forms (**poetry, sound devices, ballad, sonnet, free verse**)
- View video examples defining poetry, comparing poetry and rap, and identifying figurative language in popular songs
- Identify repetition, rhyme, figurative language, theme, mood, and tone in “Blackbird” by The Beatles
- Identify poetic form, meter, and rhyme scheme in Shakespeare’s “Sonnet 30.”
- Identify figurative language in “The Night Before Christmas”
- Identify similarities and differences in theme, tone, and mood between popular songs and classic poems including Edmund Spenser’s “Sonnet 30”, Robert Burns’ “A Red, Red Rose,” Gym Class Heroes’ “Stereo Hearts,” and The Script’s “Breakeven”
- Identify figurative language in a video excerpt of popular songs
- Identify figurative language in lyrics from songs by “The Beatles”
- Identify types of rhyme and rhyme scheme in stanza-long excerpts of famous poems

Assessments:

Diagnostic:

Formative:

- Teacher Observation
- Practice Exercises on Core Activities
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- IXL

Summative:

- Poetry Terminology Quiz
- Poetry Part 1 Vocabulary Assessment
- Poetry Part 2 Vocabulary Assessment
- Combined Drama and Poetry Unit Test
- Keystone Released Item

Subject/Unit: “Contents of the Dead Man’s Pocket” -- Weeks 18-19

Overview:

This story focuses on:

- Internal Conflict
- External Conflict
- Point of View

PA Core Standards for English Language Arts Standards:

CC.1.3.9-10.C, CC.1.3.9-10.G, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

Assessment Anchor(s):

L.F.1.1, L.F.1.3, L.F.2.1, L.F.2.3, L.F.2.5, L.F.2.2, L.F.2.4, L.F.1.2, L.F.3.1

Eligible Content:

L.F.2.3.4, L.F.2.2.1, L.F.2.2.3, L.F. 2.2.4, L.F.1.1.1, L.F.1.3.1, L.F.2.1.2, L.F.1.1.3, L.F.2.3.2, L.F.2.3.3, L.F.2.5.3, L.F.2.2.2, L.F.2.4.1, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1.6

Objectives:

- Students will understand the difference external and internal conflict (DOK 2)
- Students will identify the point of view of the passage (DOK 1)
- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will synthesize their thoughts by writing a response to text, supporting their ideas with evidence (DOK 3)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)
- Students will be able to use context clues to find the meaning of unfamiliar words (DOK 2)

Core Activities and Corresponding Instructional Methods:

- Cumulative Skills and Vocabulary Review
- Introduce Keystone Literature vocabulary (**connotation, denotation, first-**

person point of view, third-person limited point of view, third-person omniscient point of view)

- Review synonyms and antonyms
- Read and annotate “Contents of a Dead Man’s Pocket” (*Text, page 110*)
- Introduce the constructed response question: “**Analyze what aspect of Tom’s experience the title emphasizes. Use information from the passage to support your answer.**” (Tom links the evidence people will find on his body with the worth of the life that he has lived. Tom now judges that he has wasted his life.)
- Complete *IXL* activities

Assessments:

Diagnostic:

- Benchmark as per district plan
- Vocabulary Pretest

Formative:

- Teacher observation
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- *IXL*
- Constructed response

Summative:

- Selection Test
- Vocabulary Assessment
- Constructed response
- Keystone Released Item

Subject/Unit: District’s Benchmark Assessment and Research Paper Formatting --
Week 20

- Research Paper Biography
- Research Paper Works Cited

Subject/Unit: “*from* Swimming to Antarctica” -- Weeks 21-22

Overview:

This story focuses on:

- Mood

PA Core Standards for English Language Arts Standards:

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.J, CC.1.2.9-10.K, CC.1.2.9-10.L, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

Assessment Anchor(s):

L.N.1.3, L.N.2.3, L.N.2.1, L.N.1.1, L.N.2.4, L.N.1.2

Eligible Content:

L.N.1.3.1, L.N.1.3.2, L.N.2.3.3, L.N.1.3.1, L.N.2.1.1, L.N.2.1.2, L.N.2.3.6, L.N.1.1.3, L.N.2.4.1, L.N.2.4.3, L.N.1.1.4, L.N.1.2.4, L.N.1.2.1, L.N.1.2.2, L.N.1.2.3, L.N.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1.6

Objectives:

- Students will understand how the plot affects the mood of the story (DOK 2)
- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will synthesize their thoughts by writing a response to text, supporting their ideas with evidence (DOK 3)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)
- Students will be able to use context clues to find the meaning of unfamiliar words (DOK 2)

Core Activities and Corresponding Instructional Methods:

- Cumulative Skills and Vocabulary Review
- Review antonyms and synonyms
- Review adjectives

- Read and annotate “*from Swimming to Antarctica*” (*Text, page 130*)
- Introduce Keystone Literature vocabulary (**elements of nonfiction, informational text, literary nonfiction, context clues**)
- Introduce constructed response question: “**Analyze how Cox’s description of the passengers from Orlova affect the mood of her account?**” (It creates a mood of excitement and triumph)
- Complete *IXL* activities

Assessments:

Diagnostic:

- Benchmark as per district plan
- Vocabulary Pretest

Formative:

- Teacher observation
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- *IXL*
- Constructed response

Summative:

- Selection test
- Vocabulary Assessment
- Constructed response
- Keystone Released Item

Subject/Unit: "Occupation Conductorette *from* I Know Why the Caged Bird Sings" --
Weeks 23-24

Overview:

This story focuses on:

- Bias

PA Core Standards for English Language Arts Standards:

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.J, CC.1.2.9-10.K, CC.1.2.9-10.L, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

Assessment Anchor(s):

L.N.1.3, L.N.2.3, L.N.2.1, L.N.1.1, L.N.2.4, L.N.1.2

Eligible Content:

L.N.1.3.1, L.N.1.3.2, L.N.2.3.3, L.N.1.3.1, L.N.2.1.1, L.N.2.1.2, L.N.2.3.6, L.N.1.1.3, L.N.2.4.1, L.N.2.4.3, L.N.1.1.4, L.N.1.2.4, L.N.1.2.1, L.N.1.2.2, L.N.1.2.3, L.N.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1.6

Objectives:

- Students will understand how the character's actions symbolize something outside the story (DOK 2)
- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will synthesize their thoughts by writing a response to text, supporting their ideas with evidence (DOK 3)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)
- Students will be able to use context clues to find the meaning of unfamiliar words (DOK 2)
- Complete *IXL* activities

Core Activities and Corresponding Instructional Methods:

- Cumulative Skills and Vocabulary Review

- Review the big question
- Read and annotate “Occupation Conductorette *from* I Know Why the Caged Bird Sings” (*Text, page 142*)
- Introduce Keystone Literature vocabulary (**assumption, bias, generalization**)
- Introduce constructed response question: **“Analyze how Angelou’s refusal to move into the streetcar when prompted by the conductorette symbolizes the goal she sets for herself at the end of the passage. Use information from the passage to support your answer.”** (Her refusal to step in symbolizes her refusal to act her part in the “whole charade.” She is determined to overcome the prejudice and the lies.)

Assessments:

Diagnostic:

- Benchmark as per district plan
- Vocabulary Pretest

Formative:

- Teacher Observations
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- IXL
- Constructed response

Summative:

- Selection Test
- Vocabulary Assessment
- Constructed Response
- Keystone Released Item

Subject/Unit: “Keep Memory Alive” -- Weeks 25-26

Overview:

This story focuses on:

- Propaganda
- Rhetorical Devices
- Latin Root *-scend-*
- Direct and Indirect Objects

PA CoreStandards for English Language Arts Standards:

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.J, CC.1.2.9-10.K, CC.1.2.9-10.L, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

Assessment Anchor(s):

L.N.1.3, L.N.2.3, L.N.2.1, L.N.1.1, L.N.2.4, L.N.1.2

Eligible Content:

L.N.1.3.1, L.N.1.3.2, L.N.2.3.3, L.N.1.3.1, L.N.2.1.1, L.N.2.1.2, L.N.2.3.6, L.N.1.1.3, L.N.2.4.1, L.N.2.4.3, L.N.1.1.4, L.N.1.2.4, L.N.1.2.1, L.N.1.2.2, L.N.1.2.3, L.N.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1.6

Objectives:

- Students will determine an author’s point of view or purpose in a text (DOK 2)
- Students will analyze how an author uses rhetoric to advance the point of view or purpose (DOK 2)
- Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient (DOK 3)
- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will synthesize their thoughts by writing a response to text, supporting their ideas with evidence (DOK 3)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)
- Students will be able to use context clues to find the meaning of unfamiliar words (DOK 2)

Core Activities and Corresponding Instructional Methods:

- Cumulative Skills and Vocabulary Review
- Introduce propaganda and rhetorical devices
- Complete “Literary Analysis: Persuasive Writing and Rhetorical Devices” (*All-In-One Workbook, page 83*)
- Complete “Literary Analysis: Persuasive Writing” (*Reading Kit, page 130*)
- Review Direct and Indirect Objects
- Complete “Conventions: Direct and Indirect Objects” (*All-In-One Notebook, page 86*)
- Complete “Grammar: Direct and Indirect Objects” (*Reading Kit, page 114*)
- Introduce Keystone Literature vocabulary (**propaganda, propaganda techniques, name-calling, bandwagon, red herring, testimonial, repetition, sweeping generalization, circular argument, appeal to numbers, facts, statistics, emotional appeal, red herring**)
- Introduce constructed response question: **“Analyze why Wiesel says that the award he is receiving both ‘frightens and pleases’ him. Use information from the passage to support your answer.”** (It frightens him because he worries that he cannot represent those who died. It pleases him because he knows that he shares the honor with all survivors.)
- Complete *IXL* activities

Assessments:

Diagnostic:

- Benchmark as per district plan
- Vocabulary Pretest

Formative:

- Complete “Literary Analysis: Persuasive Writing” (*Reading Kit, page 131*)
- Complete “Grammar: Direct and Indirect Objects” (*Reading Kit, page 115*)
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- *IXL*
- Constructed response

Summative:

- Cumulative Skills Test
- Cumulative Grammar Test
- Selection Test
- Vocabulary Assessment
- Constructed Response
- Keystone Released Item

Subject/Unit: “The Sound of Thunder” -- Weeks 27-29

Overview:

This story focuses on:

- Figurative Language
- Elements of Science Fiction

PA Core Standards

CC.1.3.9-10.C, CC.1.3.9-10.G, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

Assessment Anchor(s):

L.F.1.1, L.F.1.3, L.F.2.1, L.F.2.3, L.F.2.5, L.F.2.2, L.F.2.4, L.F.1.2, L.F.3.1

Eligible Content:

L.F.,2.3.4, L.F.2.2.1, L.F.2.2.3, L.F. 2.2.4, L.F.1.1.1, L.F.1.3.1, L.F.2.1.2, L.F.1.1.3, L.F.2.3.2, L.F.2.3.3, L.F.2.5.3, L.F.2.2.2, L.F.2.4.1, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1

Objectives:

- Students will be able to identify figurative language (DOK 1)
- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)
- Students will be able to use context clues to find the meaning of unfamiliar words (DOK 2)

Core Activities and Corresponding Instructional Methods:

- Introduce the elements of science fiction
- Introduce “The Butterfly Effect”
- Review figurative language
- Read and annotate “The Sound of Thunder”
- Complete “Sound of Thunder” figurative language activities

Assessments:

Diagnostic:

- Benchmark as per district plan

Formative:

- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- IXL

Summative:

- Figurative Language Test
- Constructed response
- Keystone Released Item

Subject/Unit: *The Lorax* – Week 30

This story focuses on:

- Allegory
- Satire

PA Core Standards for English Language Arts Standards:

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.A, CC.1.3.9-10.B, CC.1.3.9-10.H, CC.1.3.9-10.F

Assessment Anchor(s):

L.F.1.1, L.F.1.3, L.F.2.4, L.F. 2.5

Eligible Content:

L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.3.1, L.F.1.3.2, L.F.2.5.1, L.F.2.5.2, L.F.2.5.3

Objectives:

- Students will be able to identify figurative language (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)
- Students will be able to use context clues to find the meaning of unfamiliar words (DOK 2)
- Students will analyze how words and phrases shape meaning and tone in texts (DOK 3)
- Students will analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect (DOK 3)
- Students will analyze how an author draws on and transforms themes, topics, character types, and other text elements

Core Activities and Corresponding Instructional Methods:

- Cumulative Skills and Vocabulary Review
- Introduce Keystone vocabulary (**allegory, figurative language, metaphor, simile, personification, narrative, alliteration, onomatopoeia, imagery, ellipsis**)
- Read *The Lorax*
- Student will understand the following:
 - How does the setting impact the plot?
 - Is the setting symbolic?

- Does the setting create the mood?
- Are the characters symbolic?
- What type of conflict is presented in the book?
- How is the conflict symbolic of the real issue?
- What is the theme of the story?
- Does this lesson or event remind the reader of something in real life (allegory)?
- Introduce the constructed response question: **“Analyze how Dr. Suess used literary devices to make the story more appealing to the reader. Use information from the story to support your answer.”**
- Complete *IXL* activities

Assessments:

Diagnostic:

- Benchmark as per district plan
- Vocabulary Pretest

Formative:

- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- *IXL*

Summative:

- Selection Test
- Vocabulary Assessment
- Constructed Response
- Keystone Released Items

Subject/Unit: “Seeing Things *from* “How the Brain Works” -- Week 31

Overview:

This story focuses on:

- Text Organization
- Diction
- Central Idea

PA Core Standards for English Language Arts Standards:

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.J, CC.1.2.9-10.K, CC.1.2.9-10.L, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

Assessment Anchor(s):

L.N.1.3, L.N.2.3, L.N.2.1, L.N.1.1, L.N.2.4, L.N.1.2

Eligible Content:

L.N.1.3.1, L.N.1.3.2, L.N.2.3.3, L.N.1.3.1, L.N.2.1.1, L.N.2.1.2, L.N.2.3.6, L.N.1.1.3, L.N.2.4.1, L.N.2.4.3, L.N.1.1.4, L.N.1.2.4, L.N.1.2.1, L.N.1.2.2, L.N.1.2.3, L.N.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1.6

Objectives:

- Students will identify the text organization of the passage (DOK 1)
- Students will determine the central idea of the passage (DOK 2)
- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will synthesize their thoughts by writing a response to text, supporting their ideas with evidence (DOK 3)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)
- Students will be able to use context clues to find the meaning of unfamiliar words (DOK 2)

Core Activities and Corresponding Instructional Methods:

- Cumulative Skills and Vocabulary Review

- Review the big question
- Read and annotate “Seeing Things *from* How the Brain Works” (*Text, page 320*)
- Introduce Keystone Literature vocabulary (**text organization, nonfiction, sequence of steps, compare/contrast, cause/effect, chronological order, description, headings/graphics/charts**)
- Introduce constructed response question: “**Analyze what role memory plays in the neurological function of seeing?**”
- Complete *IXL* activities

Assessments:

Diagnostic:

- Benchmark as per district plan
- Vocabulary Pretest

Formative:

- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- *IXL*
- Constructed response

Summative:

- Selection Test
- Vocabulary Assessment
- Constructed Response
- Keystone Released Item

Subject/Unit: “Like the Sun” and “The Open Window” -- Week 32

Overview:

This story focuses on:

- Paradox
- Irony
- Pronoun/Antecedent Agreement
- Subject-Verb Agreement

PA Core Standards for English Language Arts Standards:

CC.1.3.9-10.G, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

Assessment Anchor(s):

L.F.1.1, L.F.1.3, L.F.2.1, L.F.2.3, L.F.2.5, L.F.2.2, L.F.2.4, L.F.1.2, L.F.3.1

Eligible Content:

L.F.2.2.1, L.F.2.2.3, L.F. 2.2.4, L.F.1.1.1, L.F.1.3.1, L.F.2.1.2, L.F.1.1.3, L.F.2.3.2, L.F.2.3.3, L.F.2.5.3, L.F.2.2.2, L.F.2.4.1, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, C.E.1.1.3, C.E.1.1.5, C.E.1.1.4, C.E.2.1.1, C.E.2.1.2, C.E.2.1.3, C.E.2.1.4, C.E.2.1.6, C.E.2.1.7, C.E.1.1.5, C.E.3.1.1, C.E.3.1.2, C.E.3.1.3, C.E.3.1.4, C.E.3.1.5, C.P.1.1.2, C.P.1.1.3, C.P.2.1.5, C.P.2.1.6

Objectives:

- Students will be able to compare texts to find examples of irony (DOK 2)
- Students will understand the meaning of paradox (DOK 1)
- Students will understand the difference between situational irony, verbal irony, and dramatic irony (DOK 2)
- Students will deepen their essential understanding of the Big Question (DOK 1)
- Students will read and comprehend the selection (DOK 2)
- Students will synthesize their thoughts by writing a response to text, supporting their ideas with evidence (DOK 3)
- Students will be able to use subject-verb agreement and pronoun/antecedent agreement correctly (DOK 1)
- Students will be able to acquire and accurately use general academic and domain specific words and phrases sufficient for reading and listening at the college and career readiness level (DOK 1-4)

Core Activities and Corresponding Instructional Methods:

- Cumulative Skills and Vocabulary Review

- Introduce irony and paradox
- Complete “Literary Analysis: Irony and Paradox” (*All-In-One Workbook, page 35*)
- Complete “Literary Analysis: Irony and Paradox” (*Reading Kit, page 28*)
- **Introduce Keystone Literature vocabulary (narrator, main idea, key/supporting details, universal character, universal significance)**
- Introduce “Pronoun-Antecedent Agreement” (*Text, page 97*)
- Introduce “Subject-Verb Agreement” (*Text, page 99*)
- Complete “Conventions: Pronoun-Antecedent Agreement and Subject Verb Agreement” (*All-In-One Notebook, page 38*)
- Complete “Pronoun/Antecedent Agreement” (*Reading Kit, page 38*)
- Complete “Subject-Verb Agreement” (*Reading Kit, page 92*)
- Read and annotate “Like the Sun” and “The Open Window” (*Text, page 80*)
- Introduce the constructed response: **“Analyze how “Like the Sun” and “The Open Window” both explore a paradox. Use information from the passage to support your answer.”** (“Like the Sun” - Telling the truth is a virtue that leads to punishment -- “The Open Window” - The cure for Mr. Nuttel’s illness makes him worse)
- Complete *IXL* activities

Assessments:

Diagnostic:

- Benchmark as per district plan
- Vocabulary Pretest

Formative:

- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)
- *IXL*
- Constructed response
- Complete “Literary Analysis: Irony and Paradox” (*Reading Kit, page 25*)
- Complete “Pronoun/Antecedent Agreement” (*Reading Kit, page 39*)
- Complete “Subject-Verb Agreement” (*Reading Kit, page 93*)

Summative:

- Cumulative Skills Test
- Cumulative Grammar Test
- Selection Test
- Vocabulary Assessment
- Constructed Response
- Keystone Released Item

Subject/Unit: Keystone Review and Exam -- Week 33

Overview:

This story focuses on:

- Keystone Vocabulary
- Fiction
- Nonfiction

PA Core Standards for English Language Arts Standards:

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.J, CC.1.2.9-10.K, CC.1.2.9-10.L, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G, CC.1.3.9-10.C, CC.1.3.9-10.G, CC.1.3.9-10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K, CC.1.4.9-10.D, CC.1.4.9-10.E, CC.1.4.9-10.A, CC.1.4.9-10.F, CC.1.4.9-10.J, CC.1.4.9-10.S, CC.1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.G

Assessment Anchor(s):

L.N.1.3, L.N.2.3, L.N.2.1, L.N.1.1, L.N.2.4, L.N.1.2, L.F.1.1, L.F.1.3, L.F.2.1, L.F.2.3, L.F.2.5, L.F.2.2, L.F.2.4, L.F.1.2, L.F.3.1

Eligible Content:

L.N.1.3.1, L.N.1.3.2, L.N.2.3.3, L.N.1.3.1, L.N.2.1.1, L.N.2.1.2, L.N.2.3.6, L.N.1.1.3, L.N.2.4.1, L.N.2.4.3, L.N.1.1.4, L.N.1.2.4, L.N.1.2.1, L.N.1.2.2, L.N.1.2.3, L.N.1.2.4, L.F.2.3.4, L.F.2.2.1, L.F.2.2.3, L.F.2.2.4, L.F.1.1.1, L.F.1.3.1, L.F.2.1.2, L.F.1.1.3, L.F.2.3.2, L.F.2.3.3, L.F.2.5.3, L.F.2.2.2, L.F.2.4.1, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4

Goals:

The students will review the Eligible Content assessed on the Keystone Literature Exam. The focus will be on breakdown constructed response prompts and Keystone Literature vocabulary.

Objectives:

- Students will be able to define and apply Keystone Literature vocabulary (DOK 2)
- Students will be able to read and annotate fiction and nonfiction passages (DOK 2)
- Students will be able to answer a constructed response question (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Cumulative Skills and Vocabulary Review

- Review Keystone Literature vocabulary
- Read and annotate a variety of *Keystone Released Items*
- Students will practice answering multiple-choice questions by eliminating answers
- Students will create a graphic organizer to answer a constructed response question
- Students will answer a variety of constructed response questions
- Complete *IXL* activities

Assessments:

Diagnostic:

- Benchmark as per district plan

Formative:

- Teacher Observation

Summative:

- Keystone Literature Exam
- Students who do not take the Keystone Literature Exam must take a final exam
- Keystone Literature Vocabulary
- Chromebooks
- Headphones

Subject/Unit: Research Paper -- Weeks 34-36

Overview:

- Rhetorical Devices
- Works Cited Page
- Parenthetical Citations
- Direct Quotes
- Paraphrasing
- MLA 9th Edition Formatting (or most recent MLA format)

PA Core Standards for English Language Arts Standards:

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.1.4.9-10.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.T, CC.1.4.9-10.U, CC.1.4.9-10.V, CC.1.4.9-10.W, CC.1.4.9-10.X

Goals:

In 9th grade, students completed a research paper about the life of John F. Kennedy. In 10th grade, students will continue that project by reading speeches written by John F. Kennedy and identifying and analyzing rhetorical devices and how they help achieve the speaker's purpose.

Objectives:

- Students will conduct research to add to their research project (DOK 4)
- Students will synthesize the information in their 9th grade research paper (DOK 2)
- Students will write their research paper without plagiarizing, including a correct works cited page and parenthetical notations (DOK 2)
- Students will read John F. Kennedy's speeches, looking for rhetorical devices (DOK 2)
- Students will understand why the rhetorical devices are in the speech and their effect on the speech (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Cumulative Skills and Vocabulary Review
- Synthesize the information in 9th grade research papers that they have saved in their Google Drive. The 10th grade research paper is a continuation of the 9th grade research paper.
- Read and annotate a speech by John F. Kennedy
- Summarize and paraphrase information using the research paper guidelines

- Write the draft, including parenthetical notations and a well-constructed Works Cited page (utilizing the most recent version of MLA format)
- Write a final draft
- Submit final draft to turnitin.com (turnitin.com is a requirement for the submission to be accepted and graded)
 - Note: An AI detector may also be used to check for authenticity
- Complete *IXL* activities

Assessments:

Diagnostic:

- Benchmark as per district plan

Formative:

- Teacher review of essay draft
- Outline
- Teacher review of Works Cited draft
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

Summative:

- Cumulative Skills Test
- Final draft of research paper
- Results of turnitin.com (AND AI detector)

Appendix

Core Standards for English Language Arts

<http://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%206-12%20March%202014.pdf>

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: *Pearson Common Core Literature*

Textbook ISBN #: 978-0-13-326821-8

Textbook Publisher & Year of Publication: Pearson Education 2015

Curriculum Textbook is utilized in Concepts of English 10

