

Salisbury Township School District – Planned Course of Study – English 10
Salisbury...Inspire, Think, Learn, Grow...Together!



Topic/Unit: Writing Structure		Suggested Timeline: full year	
Big Ideas/Enduring Understandings:			
<ul style="list-style-type: none"> • Writing is a means of documenting thinking. • Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners. 			
Essential Questions:			
<ul style="list-style-type: none"> • How can students become effective writers and communicators? • How can students, through the use of repetitive revision, become self-sufficient writers? 			
PA Common Core Academic Standards: CC.1.4.9-10.A-X			
Tier 3 Vocabulary: syntax, central idea, thesis, introduction, body, closing, topic sentence, primary and secondary supporting sentences, transitions, style, tone, voice, parallel structure, formal/informal writing, constructed response, 5 paragraph essay, focus, style, content, organization, conventions, audience, evidence, detail, claim, counterclaim, ethos, logos, nomos, reasons, argumentative, persuasive, narrative, problem, situation, multiple points of view, narrator, characters, dialogue, description, reflection, multiple plotlines,, pacing, details, sensory language, events, setting, plot sequencing, denouement, revising, editing, peer review, self-reflection, writer’s purpose, writer’s craft, parallel structure, dependent/independent clauses, phrases, coherence			
Concepts:	Competencies:	Instructional Practices:	Assessments:
The student will know:	The student will be able to:	Mini grammar lessons	Five paragraph essays focused on an argument or an expository topic and graded using the appropriate Keystone rubrics
The differences between formal and informal writing	Use proper conventions to compose in the standard form of the English language (conventions).	Review paragraph structure	Peer/self-assessments using provided edit rubrics
The qualities of good writing	Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language. (style)	Student generated papers to review grammar rules	Student generated rubric(s)
How focus, content, organization, style, and conventions creates a high quality composition		Emphasize the following practices:	Keystone sample writing prompts
Writing improves through the recursive process of revising and editing		No “you” usages	Student-generated mini lessons
		No slang usages	
		No split infinitive usages	

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<p>Why the conventions of grammar usage, capitalization, punctuation, and spelling are important</p> <p>How to write argumentative, expository, and narrative papers</p> <p>The differences between argumentative and persuasive writing</p> <p>How to structure a narrative composition</p> <p>How to write an informational/expository composition</p> <p>The importance of revision, rewriting, and editing</p> <p>How to write a five paragraph essay</p> <p>What a writer does to create voice and tone</p>	<p>Use precise vocabulary when developing writing</p> <p>Incorporate appropriate transitions within and between paragraphs.</p> <p>Develop an organizational format appropriate to mode and purpose that sustains writing in a logical order. (organization)</p> <p>To state a claim and support it with evidence and reasons</p> <p>Explain how to write a counterclaim</p> <p>Write a narrative piece which conveys a picture of an experience or event</p> <p>Use evidence to construct an informational composition</p> <p>Recognize voice and tone in sample works</p>	<p>No tense shifts</p> <p>Proper parallelism usages</p> <p>Proper Pronoun/Antecedent agreement</p> <p>Correct usages of who, whom, which, and that</p> <p>Teacher models formal and informal writing structure</p> <p>Large group writing practice utilizing Tier 3 vocabulary</p> <p>Discuss writing components and elements of all types of compositions</p> <p>Discuss Keystone rubrics for informational and persuasive writing</p> <p>Discuss Peer/self edit rubric</p> <p>Keystone sample writing prompts (practice tests - online)</p> <p>Model and analyze well-written claims and counterclaims</p> <p>Review the structure of a five paragraph essay</p>	<p>Portfolio evaluation</p> <p>DLR warm ups</p> <p>Grammar quizzes</p> <p>A paper focused on a claim and counterclaim graded using persuasive rubric</p> <p>Teacher-student conferences</p> <p>Practice sample writing that includes voice and tone</p>
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Topic/Unit: Reading Fiction		Suggested Timeline: one-two months	
Big Ideas/Enduring Understandings:			
<ul style="list-style-type: none"> Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. 			
Essential Questions:			
<ul style="list-style-type: none"> How does interaction with text provoke thinking and response? How do strategic readers create meaning from informational and literary text? 			
PA Common Core Academic Standards: 1.3.9-10 A-K			
Tier 3 Vocabulary: plot, exposition, conflict, climax, resolution, complications, suspense, foreshadowing, context clues, predicting outcomes, direct characterization, indirect characterization, inference, third-person point of view, third-person limited, atmosphere, sensory language, symbol, irony, verbal irony, dramatic irony, situational irony, synonym, antonym, theme, allusion, flashback, mood, tone, style			
Concepts:	Competencies:	Instructional Practices:	Assessments:
<p>The student will know:</p> <p>How literary elements affect meaning</p> <p>How textual structure, features, and organization affect style, mood, and tone</p> <p>How acquiring and applying a robust vocabulary assists in constructing meaning</p>	<p>The student will be able to:</p> <p>Explain characteristics of a short story</p> <p>Deconstruct a short story using literary devices</p> <p>Identify and/or analyze the author's intended purpose of a text</p> <p>Analyze, interpret, and evaluate how authors use techniques and elements of fiction effectively to communicate an idea or concept</p>	<p>Read a variety of fiction short stories</p> <p>Study Island tutorials</p> <p>Discuss/Review Plot Pyramid and literary terms</p> <p>Model deconstruction of a short story and how to determine usage of literary devices</p> <p>Model reading strategies: talk to the text, think aloud, predict, clarify, summarize, visualize, question</p>	<p>Study Island</p> <p>Complete Plot Pyramid template for a variety of short stories</p> <p>Creative projects, such as group or individual Brochure and/or Animoto/iMovie focusing on author information, plot summary, vocabulary, literary device(s), and connections to self, text, and world</p> <p>Present orally</p> <p>Rubrics for written and oral presentations</p> <p>Student generated vocabulary lists of unfamiliar words</p>



	<p>Analyze and evaluate author's/authors' use of conflict, theme and /or point of view within and among texts</p> <p>Evaluate the effectiveness of the author's use of literary devices in various genre</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>Cite strong and thorough evidence from a text to support analysis and generalizations</p>	<p>Design activities to build schema for chosen short stories</p> <p>Model sample short story Brochures/Animoto/iMovie</p> <p>Library usage – Animoto/iMovie explanation and documentation specifics</p> <p>Use of Falcon Apps and Infographics</p> <p>Practice finding and using context clues</p>	<p>Suggested Texts:</p> <p>Short Story Unit in Prentice Hall Platinum Edition</p> <p>Keystone Samplers</p> <p>The Legend of King Arthur</p>
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Topic/Unit: Reading Nonfiction		Suggested Timeline: one-two months	
Big Ideas/Enduring Understandings:			
<ul style="list-style-type: none"> Effective readers use appropriate strategies to construct meaning 			
Essential Questions:			
<ul style="list-style-type: none"> How do strategic readers create meaning from informational and literary text? How does a reader’s purpose influence how text should be read? 			
PA Common Core Academic Standards: CC 1.2.9-10.L; CC1.3.9-10.B,H			
Tier 3 Vocabulary: question, predict, clarify, summarize, pull it together, humorous essay, main idea, biography, biographer’s purpose, autobiography, simile, metaphor, narrative essay, sequencing events, jargon, descriptive essay, fact, opinion, persuasive essay, definition, interpreting, techniques, support, arrangement, narrative essay, inference			
Concepts:	Competencies:	Instructional Practices:	Assessments:
<p>The student will know:</p> <p>Range of reading</p> <p>Sources of Information</p> <p>Text Analysis</p> <p>How to use reading strategies to decode text</p> <p>The difference between fiction and nonfictional styles</p>	<p>The student will be able to:</p> <p>Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work</p> <p>Recognize and understand subjective details and critical writing</p>	<p>Study Island tutorials</p> <p>Explore a variety of nonfiction texts</p> <p>Library usage - Animoto/iMovie explanation and documentation specifics</p> <p>Bubbl.us and/or Graphic Organizers</p>	<p>Study Island</p> <p>Provide evidence of author’s claim</p> <p>Write autobiography or other nonfictional text</p> <p>Creative projects, such as group or individual Brochure and/or Animoto/iMovie focusing on author information, summary, vocabulary, literally device(s), and connections</p> <p>Present orally</p> <p>Rubric</p>



	<p>Evaluate organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, problem/solution) as related to content to clarify and enhance meaning</p> <p>Identify the use of bias, stereotype, and propaganda where present</p> <p>Analyze the use of facts and opinions across texts</p> <p>Evaluate the presentation of essential and nonessential information in texts, identifying the author’s implicit or explicit bias and assumptions through inferences and/or explicit statements</p> <p>Evaluate the relevance and reliability of information, citing supportive evidence in texts</p> <p>Evaluate the use of graphics in text as they clarify and enhance meaning</p>		
<p>Topic/Unit: Poetry</p>		<p>Suggested Timeline: one month</p>	



<p>Big Ideas/Enduring Understandings:</p> <ul style="list-style-type: none"> Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text 			
<p>Essential Questions:</p> <ul style="list-style-type: none"> How does interaction with text provoke thinking and response? How does poetry uniquely connect to a reader? 			
<p>PA Common Core Academic Standards: CC 1.3.9-10.D,E,F</p>			
<p>Tier 3 Vocabulary: narrative, speaker, suspense, foreshadowing, dramatic, rhythm, rhyme, rhyme pattern, near rhyme/forced rhyme/slant rhyme, dialogue, tone, lyric, inference, theme, free verse, concrete poetry, simile, metaphor, figurative language, symbols, personification, imagery, mood, couplet, sensory words, repetition, alliteration, meter, assonance, consonance, onomatopoeia, parallelism, internal rhyme, parody, sonnet, haiku, concrete poetry, paraphrase, structure of poem, stanza, mood, voice, scansion, enjambment, end-stopped line</p>			
<p>Concepts:</p> <p>The student will know:</p> <p>Various structures and types of poems</p> <p>How to read and analyze poetry for meaning, tone, and mood</p> <p>Recognize and utilize poetic terms and devices</p> <p>Poetry’s intention and purpose</p>	<p>Competencies:</p> <p>The student will be able to:</p> <p>Read and analyze poetry for meaning</p> <p>Analyze how words and phrases shape meaning and tone in texts</p> <p>Discuss/identify relevance of terms and techniques</p> <p>Make personal connections to poetry</p> <p>Understand qualities of various poetic movements</p>	<p>Instructional Practices:</p> <p>Analyze structure of poems</p> <p>Songs as poetic pieces</p> <p>Read poems out loud to understand rhythm, rhyme, tone, voice, mood</p> <p>Examine the meter of poems</p> <p>Pause where punctuation marks appear, not where the lines end</p> <p>Determine the rhyme scheme,</p>	<p>Assessments:</p> <p>Read and analyze poetry for all aspects covered in poetry - graded with teacher generated rubric</p> <p>Oral reading/interpretation of poems</p> <p>Create student choice of poetic expression such as iBook, taped oral reading, booklet, text with hyperlinks</p> <p>Optional assessment: submit poem to online poetry website</p> <p>Suggested Text:</p>



<p>How characteristics of a poetic movement are seen in representative poems</p>		<p>including near rhyme/forced rhyme/slant rhyme</p> <p>Explore a variety of poetry through sensory language and activities</p> <p>Focus on meter, rhythm, and the creation and identification of sound devices and determine why the poet chose them</p> <p>Read and analyze poems in light of various poetic movements</p> <p>Word choice activities</p> <p>Discussion</p> <p>Student generated poems</p> <p>Analyze previously written poems</p>	<p>Poetry Unit in Prentice Hall Platinum Edition</p> <p>Poems found online</p>
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<p>Topic/Unit: Drama</p>	<p>Suggested Timeline: 4 months</p>
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Big Ideas/Enduring Understandings: <ul style="list-style-type: none"> • Effective readers use appropriate strategies to construct meaning 			
Essential Questions: <ul style="list-style-type: none"> • How is drama unique compared to other genres? • What does the reader have to bring to the text? 			
PA Common Core Academic Standards: CC1.3.9-10 A,C,H			
Tier 3 Vocabulary: dialogue, drama, genre, monologue, soliloquy, stage direction, aside, tragedy, tragic hero, Oedipus complex, catharsis, Aristotle’s poetics, tone, mood			
Concepts: The student will know: The identifying features of drama, such as structure and style Reading strategies for drama Range of Reading Source of Information Text Analysis	Competencies: The student will be able to: Read and comprehend drama Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme	Instructional Practices: Build schema about how to act in a play and follow stage directions Explore a variety of drama, such as classical plays, movie scripts, television Build historical context for selected plays Analyze scripts Role play characters in scenes and analyze characters’ points of view Media usage - recorded versions of multimedia	Assessments: Read and evaluate a variety of drama Written evaluation (using a Venn diagram) of comparison/contrast between text and video including what is emphasized and absent in each treatment Written comparison/contrast between characters from two different plays Written student analysis and evaluation of the tragic hero Tests and quizzes Student generated writing assignments, such as character interviews Dramatic reading - assessed

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	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, such as stage directions and dialogue		according to rubric Suggested Texts: Macbeth Oedipus Rex Antigone Twelve Angry men Inherit the Wind
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Topic/Unit: Speaking and Listening		Suggested Timeline: one month/on going	
Big Ideas/Enduring Understandings:			
<ul style="list-style-type: none"> Effective speaking and listening are essential for productive communication 			
Essential Questions:			
<ul style="list-style-type: none"> support inquiry; are neither trivial nor leading How does productive oral communication rely on speaking and listening? 			
PA Common Core Academic Standards: CC.1.5.9-10.A-G			
Tier 3 Vocabulary: poise, bodily actions, voice, articulation, language, word choice, eye contact, audience, rate, animation, gesture and movement, vocal pauses, purpose, relevant, opening, transitions, fluency, sequencing of events, timing, critical listening, volume, posture, stance, SOLAR (silent, orient body to speaker, lean in, attentive to speaker, reflect back), active listening, claim, counterclaim, rhetorical strategies, bandwagon, fallacy, loaded language, credibility			
Concepts:	Competencies:	Instructional Practices:	Assessments:
The student will know: Purpose, context, and audience influence the content and delivery in speaking situations	The student will be able to: Demonstrate command of the conventions of standard English when speaking Effectively demonstrate a process from start to finish Effectively persuade an audience to agree with a claim Deliver effective oral presentation(s) by establishing a clear and concise focus or thesis	Model how to give a speech Model to be a good listener (SOLAR) Brainstorm characteristics of good speeches: demonstrative and persuasive Watch and listen to famous speeches that use good speaking and rhetorical strategies How to critique a speech Discussion Impromptu speeches	Creation of manuscript Student participation/presentation Speech self-critique Rubric(s) for Demonstrative and Persuasive speeches



	<p>Understand how rhetorical strategies can influence an audience</p> <p>Understand active listening and how to practice it</p> <p>Select and use appropriate structures, content, and language to present ideas that support the thesis or utilize appropriate technology or media to reinforce the message</p> <p>Employ effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation and monitoring the response of the audience and adjusting delivery accordingly</p>	<p>How to write an outline for a step-by-step process</p>	
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Topic/Unit: Research		Suggested Timeline: Two months	
Big Ideas/Enduring Understandings:			
<ul style="list-style-type: none"> • Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. Information to gain or expand knowledge can be acquired through a variety of sources. • Effective readers use appropriate strategies to construct meaning. 			
Essential Questions:			
<ul style="list-style-type: none"> • How do we use information gained through research to expand knowledge? • How can our knowledge and use of the research process promote lifelong learning? 			
PA Common Core Academic Standards: CC.1.2.9-10 A-H; CC. 1.4.9-10 A-D; CC.1.4.9-10 S-X			
Tier 3 Vocabulary: plagiarism, primary source, secondary source, citation, inquiry, credibility, accuracy, reliability, relevance, date of publication, date of access, scope, MLA			
Concepts:	Competencies:	Instructional Practices:	Assessments:
<p>The student will know:</p> <p>Research is an inquiry based process</p> <p>Informational sources have unique purposes</p> <p>Validity of information must be established</p> <p>Organization of information facilitates meaning</p>	<p>The student will be able to:</p> <p>Develop a clear research question or thesis statement</p> <p>Develop search procedures to locate and gather information from traditional sources (libraries) as well as electronic databases, data sets and other electronic reference materials</p> <p>Analyze and evaluate information from sources for relevance to the research question, topic or thesis</p>	<p>Review CARRDSS (Credibility, Accuracy, Reliability, Relevance, Dates, Sources behind the text, Scope) and use process to identify reliable/unreliable sources</p> <p>Model the structure of a research paper including parenthetical citations and Works Cited</p> <p>Conduct research on a chosen topic</p>	<p>Appropriate central idea and thesis statement</p> <p>Evaluation of sources using CARRDSS– must have 3-5 different sources, including both print and digital</p> <p>Internal documentation</p> <p>Works Cited</p> <p>Thesis for research paper</p>



	<p>Synthesize information gathered from a variety of sources</p> <p>Evaluate information from a variety of reference sources for its relevance to the research question, topic or thesis</p> <p>Critically evaluate primary and secondary sources for validity, perspective, bias, and relationship to topic</p> <p>Document sources of information, including references and works cited, using an appropriate style – MLA</p> <p>Follow the conventional style for the type of document and use page formats, fonts, and spacing that contribute to the readability and impact of the document</p> <p>Cite all sources properly when quoting, paraphrasing, or summarizing</p>	<p>Library workshop with librarian to acclimate students to research and class lib guide</p> <p>How to use data bases and Noodletools.com for research purposes</p> <p>Provide library time</p> <p>Discuss plagiarism and its consequences</p> <p>Study Island research tutorials</p> <p>Model how to cite information using direct quotes, paraphrasing, and summarizing</p>	
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