



East Stroudsburg Area School District

English 10



Description: Tenth grade English emphasizes the fullest possible development of students' reading, writing, speaking, thinking, study and listening skills which are necessary for effective communication in our society. The writing strand develops the students' skills in expository writing following a sequential development from paragraph to essay culminating in a multi-paragraph essay. In addition, the literature strand strives to develop in students a critical awareness of quality literature as well as awareness of self, community, and the world around them. The vocabulary and grammar units support the development of the writing and literature strands by increasing the depth of vocabulary knowledge as well as by encouraging use of proper grammatical conventions. Keystone preparation is an integral component of the tenth grade curriculum, providing students with practice of the multiple choice as well as open-ended response questions. Students will utilize a literature anthology, grammar/writing textbook, vocabulary book, and Keystone prep materials. The English department also has supplementary units and materials to help students work to their potential by appealing to a variety of interests. The materials listed within the units in the scope and sequence and curriculum documents offer teachers opportunities to choose, design and implement instruction, remediation, and/or enrichment as deemed necessary and appropriate to achieve the desired skills in that unit.

Scope & Sequence

- **Unit 1: Literature**
 - Explore how literature helps us think of the world in a new way
 - Explore how we use literature to understand ourselves
 - Analyze how communication changes and affects us
 - *Prentice Hall Literature: Grade 10*
 - *Fahrenheit 451* by Ray Bradbury
 - *The Tragedy of Julius Caesar* by William Shakespeare
 - *The Taming of the Shrew* by William Shakespeare
 - *Oedipus Cycle* by Sophocles
 - *Antigone* by Sophocles
 - *Mythology* by Edith Hamilton
 - *Myths and Legends from Ancient Greece and Around the World*-Prentice Hall Literature Library



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- **Unit 2: Writing**
 - Promote a process to convey thoughts, ideas, and feelings
 - Utilize the research and writing process to promote lifelong learning
 - Apply MLA formatting guidelines
 - *Prentice Hall Writing and Grammar: Platinum Level*
 - SAS Portal→ <http://www.pdesas.org>
 - MLA→ <https://owl.english.purdue.edu>, <http://www.mla.org/homepage>
 - Text-based, teacher generated prompts
- **Unit 3: Vocabulary**
 - Increase depth of students' vocabulary to contribute to students' ability to read, write, listen and speak more effectively
 - Practice and extend word knowledge
 - *Improving Vocabulary*-Townsend Press
 - *Vocabulary Workshop Level E*- Sadlier-Oxford
 - Vocabulary in context from studied texts
- **Unit 4: Grammar**
 - Understand that knowledge and application of grammatical concepts improves speaking and writing
 - Emphasize that grammar knowledge is essential for effective communication
 - *Prentice Hall Writing and Grammar: Platinum Level*
 - *English Essentials*-Townsend Press



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- **Unit 5: Keystone Preparation**

- Enhance critical thinking as applicable to the Keystone Literature test
- Promote reading comprehension through interaction between reader and text
- Practice and extend word/term identification
 - SAS Portal→<http://www.pdesas.org>
 - USA TestPrep→ <http://www.usatestprep.com/Home>
 - Study Island→ <http://www.studyisland.com>
 - Pearson/Prentice Hall test prep materials
 - PA DOE released items→ <http://www.pdesas.org/module/assessment/Keystone.aspx>
 - *Prentice Hall Literature: Grade 10*
 - *Practice Makes Perfect: Preparation for State Reading Assessments/Level 10*-Prestwick House, Inc.

East Stroudsburg Area School District
ENGLISH 10 BASIC

Unit: GRAMMAR

Overview: GRAMMAR

Big Idea: HOW CAN KNOWLEDGE OF GRAMMAR CONCEPTS IMPROVE SPEAKING AND WRITING?

Unit Essential Questions:

*How is grammar integral in effective communication?

Pennsylvania Common Core Standard(s): (See Appendix A)
CC.1.4.9-10.L

Career Education and Work Standards:

Connecting to Common Core and Other Standards:

PA Standards found at <http://www.pdesas.org/standard/views#115|773|0|0>

National Common Core found at www.corestandards.org

ISTE found at www.iste.org/standards/nets-for-students.aspx

Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Math and Language Arts specifics found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx
Generic Information found at <http://www.esasd.net/esl>
To-dos resources found at www.todos-math.org
SAS Portal ELL Overlay found at <http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx>
Prentice Hall Audio CD Pack, available United Streaming Videos/internet downloads, translated e-text, building level ELL teacher, teacher adapted/alternative assignments and assessments.

Enrichment: Teacher and student driven research/materials
SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

IEP/GIEP: Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments, classroom instructional aid, and collaboration with student's case manager.

East Stroudsburg Area School District
ENGLISH 10 BASIC

Keystone Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Keystone Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
<p>N/A</p> <p>Anchor Descriptor</p> <p>N/A</p>	<p><i>English Essentials:</i> A. Misplaced and Dangling Modifiers (Chapter 20) B. Usage (Chapters 10, 11, 13, 16, 29 and 30) C. Pronoun / Antecedent Agreement (Chapters 17, 18) D. Irregular Verbs (Chapter 2)</p> <p><i>Writing & Grammar in Action:</i> 1. Irregular Verbs (Chapter 22.1) 2. Pronoun-antecedent Agreement (Chapters 23.2 and 24.2) 3. Misplaced and Dangling Modifiers (Chapter 25) 4. Common Usage Problems (Chapter 26.2)</p> <p>Concepts: Focus, content, organization, style, and conventions work together to impact writing quality.</p> <p>Key Terms: Dangling modifier, misplaced modifier, semi-colons, colons, quotation marks, underline, dash, hyphen, pronoun, antecedent, verb, irregular verb</p>	<p>Use proper conventions to compose in the standard form of the English language (conventions).</p> <p>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).</p> <p>Use socially and academically appropriate writing conventions in a variety of formal and informal communication.</p>	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author’s conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on what is found in the text to support your assumption(s)</p> <p>Making Connections– connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author’s use of words to communicate</p>	<p><i>English Essentials</i> Townsend Press (copyright 2004)</p> <p>On-line textbook resources</p> <p><i>Writing & Grammar Communication in Action</i> Prentice Hall Platinum Level (Copyright 2004)</p> <p>Additional supplemental resources may be used at teacher’s discretion.</p>	<ul style="list-style-type: none"> • Tests and quizzes • Teacher generated activities • Cooperative learning activities • Written responses • Peer Editing Activities

East Stroudsburg Area School District
ENGLISH 10 BASIC

			<p>Point of View – Non-Fiction – author’s perspective or reader’s perspective Fiction – narrator or speaker’s perspective</p> <p>Tone – the attitude of the author toward the audience and characters</p> <p>Delineate – outline</p> <p>Argument – author’s main position</p> <p>Specific Claims – specific support/evidence author uses</p> <p>Assess the validity of reasoning- weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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Unit: GRAMMAR

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East Stroudsburg Area School District
ENGLISH 10 CP

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<p>N/A</p> <p>Anchor Descriptor</p> <p>N/A</p>	<ol style="list-style-type: none"> Irregular Verbs (Chapter 22.1) Pronoun-antecedent Agreement (Chapters 23.2 and 24.2) Misplaced and Dangling Modifiers (Chapter 25) Common Usage Problems (Chapter 26.2) <p>Concepts: Focus, content, organization, style, and conventions work together to impact writing quality.</p> <p>Key Terms: Dangling modifier, misplaced modifier, semi-colons, colons, quotation marks, underline, dash, hyphen, pronoun, antecedent, verb, irregular verb</p>	<p>Use proper conventions to compose in the standard form of the English language (conventions).</p> <p>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).</p> <p>Use socially and academically appropriate writing conventions in a variety of formal and informal communication.</p>	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author’s conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on what is found in the text to support your assumption(s)</p> <p>Making Connections–connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author’s use of words to communicate</p>	<ul style="list-style-type: none"> <i>Writing & Grammar Communication in Action Prentice Hall Platinum Level</i> Copyright 2004 Additional supplemental resources may be used at teacher’s discretion. 	<ul style="list-style-type: none"> Tests and quizzes Teacher generated activities Cooperative learning activities Written responses Peer Editing Activities

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ENGLISH 10 CP

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East Stroudsburg Area School District
ENGLISH 10 HONORS

Unit: GRAMMAR

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East Stroudsburg Area School District
ENGLISH 10 HONORS

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<p>N/A</p> <p>Anchor Descriptor</p> <p>N/A</p>	<ol style="list-style-type: none"> Irregular Verbs (Chapter 22.1) Pronoun-antecedent Agreement (Chapters 23.2 and 24.2) Misplaced and Dangling Modifiers (Chapter 25) Common Usage Problems (Chapter 26.2) Semi-colons and Colons (Chapter 28.3) Quotation Marks and Underlining (Chapter 28.4) Dashes and Hyphens (Chapter 28.5) <p>Concepts: Focus, content, organization, style, and conventions work together to impact writing quality.</p> <p>Key Terms: Dangling modifier, misplaced modifier, semi-colons, colons, quotation marks, underline, dash, hyphen, pronoun, antecedent, verb, irregular verb</p>	<p>Use proper conventions to compose in the standard form of the English language (conventions).</p> <p>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).</p> <p>Use socially and academically appropriate writing conventions in a variety of formal and informal communication.</p>	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author’s conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on what is found in the text to support your assumption(s)</p> <p>Making Connections– connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author’s use of words to communicate</p>	<ul style="list-style-type: none"> <i>Writing & Grammar Communication in Action Prentice Hall Platinum Level</i> Copyright 2004 Additional supplemental resources may be used at teacher’s discretion. 	<ul style="list-style-type: none"> Tests and quizzes Teacher generated activities Cooperative learning activities Written responses Peer Editing Activities

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ENGLISH 10 HONORS

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East Stroudsburg Area School District
Grade 10
Keystone Preparation

Unit: KEYSTONE PREPARATION

Overview: KEYSTONE PREPARATION

Big Idea: Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.

Unit Essential Questions:

* How does interaction with text provoke thinking and response?

Pennsylvania Common Core Standard(s): (See Appendix A)

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

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Enrichment: Teacher and student driven research/materials

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East Stroudsburg Area School District

Grade 10

Keystone Preparation

Keystone Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Keystone Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
See Appendix B L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4 L.F.1.3.1 L.F.1.3.2 L.F.2.1.1 L.F.2.1.2 L.F.2.2.1 L.F.2.2.2 L.F.2.2.3 L.F.2.2.4 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.F.2.4.1 L.F.2.5.1 L.F.2.5.2 L.F.2.5.3 L.N.1.1.1 L.N.1.1.2 L.N.1.1.3 L.N.1.1.4 L.N.1.2.1 L.N.1.2.2 L.N.1.2.3 L.N.1.2.4 L.N.1.3.1	Essential content, literary elements and devices inform meaning. Textual structure, features and organization inform meaning. Acquiring and applying a robust vocabulary assists in constructing meaning.	Identify and evaluate essential content between and among various text types. Evaluate the effects of inclusion and exclusion of information in persuasive text. Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions. Identify the use of bias, stereotype, and propaganda where present. Evaluate the effectiveness of the author's use of literary devices in various genres. Analyze and evaluate author's/authors' use of literary elements within and among genres. Analyze and evaluate author's use of conflict, theme and /or point of view within and among texts. Summarize, draw conclusions, and make generalizations from a variety of mediums.	Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author's conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a conclusion based on what is found in the text to support your assumption(s) Making Connections– connecting one idea from the text to another idea in the text and/or using prior knowledge Rhetoric- author's use of words to communicate	<ul style="list-style-type: none"> Study Island USA Test Prep CDT Prentice Hall Standardized Test Prep Workbook PSSA Reading and Writing Grade 11 PA Dept. of Education Online Resources <i>Prentice Hall Literature</i> Grade 10 Copyright 2012 <i>Grammar and Writing Communication in Action Platinum Level</i> Copyright 2004 Teacher Generated Materials Additional supplemental resources may be used at teacher's discretion. 	<ul style="list-style-type: none"> Timed Writing Open-Ended Response Writing Multiple Choice Questions Formative Assessments Summative Assessments Work Book Exercises CDT Study Island Teacher Generated Assessments

East Stroudsburg Area School District

Grade 10

Keystone Preparation

<p>L.N.1.3.2 L.N.1.3.3 L.N.2.1.1 L.N.2.1.2 L.N.2.2.1 L.N.2.2.2 L.N.2.2.3 L.N.2.3.1 L.N.2.3.2 L.N.2.3.3 L.N.2.3.4 L.N.2.3.5 L.N.2.3.6 L.N.2.4.1 L.N.2.4.2 L.N.2.4.3 L.N.2.4.4 L.N.2.4.5 L.N.2.5.1 L.N.2.5.2 L.N.2.5.3 L.N.2.5.4 L.N.2.5.5 L.N.2.5.6</p> <p>Anchor Descriptor</p> <p>See Appendix B</p> <p>L.F.1.1 L.F.1.2 L.F.1.3 L.F.2.1 L.F.2.2 L.F.2.3 L.F.2.4 L.F.2.5 L.N.1.1 L.N.1.2</p>		<p>Develop new and unique insights based on extended understanding derived from critical examinations of text(s).</p> <p>Evaluate the relevance and reliability of information, citing supportive evidence in texts.</p> <p>Analyze the impact of societal and cultural influences in texts.</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.</p> <p>Evaluate the characteristics of various genre (e.g. fiction and nonfiction forms of narrative, poetry, drama and essay) to determine how the form relates to purpose.</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>Point of View – Non-Fiction – author's perspective or reader's perspective Fiction – narrator or speaker's perspective</p> <p>Tone – Tone – the attitude of the author toward the audience and characters</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – specific support/evidence author uses</p> <p>Assess the validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District

Grade 10

Keystone Preparation

<p>L.N.1.3</p> <p>L.N.2.1</p> <p>L.N.2.2</p> <p>L.N.2.3</p> <p>L.N.2.4</p> <p>L.N.2.5</p>		<p>Evaluate the use of graphics in text as they clarify and enhance meaning.</p> <p>Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations.</p> <p>Analyze the context of literal, figurative, and idiomatic vocabulary to clarify meaning.</p> <p>Generalize the use of academic vocabulary across disciplines.</p> <p>Use grade appropriate resources to confirm and extend meaning of vocabulary.</p>			
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East Stroudsburg Area School District
ENGLISH 10 BASIC

Unit: WRITING

Overview: WRITING

Big Idea: Writing is a recursive process that conveys ideas, thoughts and feelings.

Unit Essential Questions:

- * To what extent does the writing process contribute to the quality of writing?
- *How can our knowledge and use of the research process promote lifelong learning?

Pennsylvania Common Core Standard(s): (See Appendix A)

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.G, CC.1.4.9-10.H, CC.1.4.9-10.I, CC.1.4.9-10.J, CC.1.4.9-10.K, CC.1.4.9-10.L, CC.1.4.9-10.M, CC.1.4.9-10.N, CC.1.4.9-10.O, CC.1.4.9-10.P, CC.1.4.9-10.Q, CC.1.4.9-10.R, CC.1.4.9-10.S, CC.1.4.9-10.T, CC.1.4.9-10.U, CC.1.4.9-10.V, CC.1.4.9-10.W, CC.1.4.9-10.X

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ENGLISH 10 BASIC

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<p>N/A</p> <p>Anchor Descriptor</p> <p>N/A</p>	<p>•Response to Literature <i>Prentice Hall Writing and Grammar Platinum Level</i> Chapter 13 Teacher generated prompts</p> <p>•Cause and Effect <i>Prentice Hall Writing and Grammar Platinum Level</i> Chapter 10 Teacher generated prompts</p> <p>•Compare and Contrast <i>Prentice Hall Writing and Grammar Platinum Level</i> Chapter 9 Teacher generated prompts</p> <p>•Persuasive <i>Prentice Hall Writing and Grammar Platinum Level</i> Chapter 7 Teacher generated prompts Use of Propaganda Techniques and Persuasive Tactics</p> <p>•Research <i>Prentice Hall Writing and Grammar Platinum Level</i> Chapter 12 Teacher generated prompts</p> <p>•Timed Writing <i>Prentice Hall Writing and Grammar Platinum Level</i> Chapters 7,9,10,13 based on teacher discretion AND/OR teacher generated prompts</p> <p><u>Concepts:</u> Focus, content, organization, style, and conventions work together to</p>	<p>Write at least 4 multi-paragraph essays that include: •introduction and conclusion with 5 or more sentences •body paragraphs with 10 or more sentences</p> <p>Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience (focus).</p> <p>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).</p> <p>Use proper conventions to compose in the standard form of the English language (conventions).</p> <p>Use socially and academically appropriate writing conventions in a variety of formal and informal communication.</p> <p>Develop topic-specific content that effectively and fully explains and supports the work by using details, facts, research, and/or examples (content).</p>	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author’s conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on what is found in the text to support your assumption(s)</p> <p>Making Connections– connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author’s use of words to communicate</p>	<ul style="list-style-type: none"> • <i>Writing & Grammar Communication in Action Prentice Hall Platinum Level</i> Copyright 2004 • Teacher generated prompts • Released items from SAS Portal/PDE Supplemental teacher resources • MLA Format & Plagiarism • Additional supplemental resources may be used at teacher’s discretion. 	<ul style="list-style-type: none"> • Essays • Writing Prompts • Teacher generated prompts

East Stroudsburg Area School District
ENGLISH 10 BASIC

<p>impact writing quality.</p> <p>Writing improves through the recursive process of revising and editing.</p> <p>Informational writing describes, explains and/or summarizes ideas or content in a variety of genre.</p> <p>The writing supports a thesis or research question based on research, observation, and/or experience.</p> <p>Narrative writing engages the audience by telling a story, addressing questions and/or setting up conflicts.</p> <p>Persuasive writing attempts to influence the audience by presenting an issue and stating and supporting a position.</p> <p>Validity of information must be established.</p> <p>Organization of information facilitates meaning.</p> <p><u>Key Terms:</u> Cause and effect, compare/contrast, conclusion, expository, focus, informational text, primary source, direct quotation, indirect quotation, summarize, style, these, Venn diagrams, propaganda, name-calling, bandwagon, red herring, emotional appeal, testimonial, repetition, sweeping generalization,</p>	<p>Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus.</p> <p>Use precise vocabulary when developing writing.</p> <p>Use strong verbs and nouns, concrete details, and sensory language to make meaning clear to the reader.</p> <p>Develop an organizational format appropriate to mode and purpose that sustains writing in a logical order (organization).</p> <p>Incorporate appropriate transitions within and between paragraphs.</p> <p>Construct parallel structures between sentences and paragraphs.</p> <p>Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish). Revise writing by: • examining how the questions of purpose, audience, and genre have been addressed• examining and improving style, word choice, sentence variety and subtlety of meaning.</p>	<p>Point of View – Non-Fiction – author’s perspective or reader’s perspective Fiction – narrator or speaker’s perspective</p> <p>Tone – the attitude of the author toward the audience and characters</p> <p>Delineate – outline</p> <p>Argument – author’s main position</p> <p>Specific Claims – specific support/evidence author uses</p> <p>Assess the validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District
ENGLISH 10 BASIC

	validity, bias, fallacies of logic, analysis, evaluate, research				
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East Stroudsburg Area School District
ENGLISH 10 CP

Unit: WRITING

Overview: WRITING

Big Idea: Writing is a recursive process that conveys ideas, thoughts and feelings.

Unit Essential Questions:

- * To what extent does the writing process contribute to the quality of writing?
- *How can our knowledge and use of the research process promote lifelong learning?

Pennsylvania Common Core Standard(s): (See Appendix A)

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.G, CC.1.4.9-10.H, CC.1.4.9-10.I, CC.1.4.9-10.J, CC.1.4.9-10.K, CC.1.4.9-10.L, CC.1.4.9-10.M, CC.1.4.9-10.N, CC.1.4.9-10.O, CC.1.4.9-10.P, CC.1.4.9-10.Q, CC.1.4.9-10.R, CC.1.4.9-10.S, CC.1.4.9-10.T, CC.1.4.9-10.U, CC.1.4.9-10.V, CC.1.4.9-10.W, CC.1.4.9-10.X

Connecting to Common Core and Other Standards:

PA Standards found at <http://www.pdesas.org/standard/views#115|773|0|0>

National Common Core found at www.corestandards.org

ISTE found at www.iste.org/standards/nets-for-students.aspx

Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Math and Language Arts specifics found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx

Generic Information found at <http://www.esasd.net/esl>

To-dos resources found at www.todos-math.org

SAS Portal ELL Overlay found at <http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx>

Prentice Hall Audio CD Pack, available United Streaming Videos/internet downloads, translated e-text, building level ELL teacher, teacher adapted/alternative assignments and assessments.

Enrichment: Teacher and student driven research/materials

SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

IEP/GIEP: Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments, classroom instructional aid, and collaboration with student's case manager.

East Stroudsburg Area School District
ENGLISH 10 CP

Keystone Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Keystone Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
<p>N/A</p> <p>Anchor Descriptor</p> <p>N/A</p>	<p>•Response to Literature <i>Prentice Hall Writing and Grammar Platinum Level</i> Chapter 13 Teacher generated prompts</p> <p>•Cause and Effect <i>Prentice Hall Writing and Grammar Platinum Level</i> Chapter 10 Teacher generated prompts</p> <p>•Compare and Contrast <i>Prentice Hall Writing and Grammar Platinum Level</i> Chapter 9 Teacher generated prompts</p> <p>•Persuasive <i>Prentice Hall Writing and Grammar Platinum Level</i> Chapter 7 Teacher generated prompts Use of Propaganda Techniques and Persuasive Tactics</p> <p>•Research <i>Prentice Hall Writing and Grammar Platinum Level</i> Chapter 12 Teacher generated prompts</p> <p>•Timed Writing <i>Prentice Hall Writing and Grammar Platinum Level</i> Chapters 7,9,10,13 based on teacher discretion AND/OR teacher generated prompts</p> <p><u>Concepts:</u> Focus, content, organization, style, and conventions work together to</p>	<p>Write at least 4 multi-paragraph essays that include: •introduction and conclusion with 6 or more sentences •body paragraphs with 11 or more sentences</p> <p>Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience (focus).</p> <p>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).</p> <p>Use proper conventions to compose in the standard form of the English language (conventions).</p> <p>Use socially and academically appropriate writing conventions in a variety of formal and informal communication.</p> <p>Develop topic-specific content that effectively and fully explains and supports the work by using details, facts, research, and/or examples (content).</p>	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author’s conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on what is found in the text to support your assumption(s)</p> <p>Making Connections– connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author’s use of words to communicate</p>	<ul style="list-style-type: none"> • <i>Writing & Grammar Communication in Action Prentice Hall Platinum Level</i> Copyright 2004 • Teacher generated prompts • Released items from SAS Portal/PDE Supplemental teacher resources • MLA Format & Plagiarism • Additional supplemental resources may be used at teacher’s discretion. 	<ul style="list-style-type: none"> • Essays • Writing Prompts • Teacher generated prompts

East Stroudsburg Area School District
ENGLISH 10 CP

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East Stroudsburg Area School District
ENGLISH 10 CP

	validity, bias, fallacies of logic, analysis, evaluate, research				
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East Stroudsburg Area School District
ENGLISH 10 HONORS

Unit: WRITING

Overview: WRITING

Big Idea: Writing is a recursive process that conveys ideas, thoughts and feelings.

Unit Essential Questions:

- * To what extent does the writing process contribute to the quality of writing?
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East Stroudsburg Area School District
ENGLISH 10 HONORS

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ENGLISH 10 HONORS

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East Stroudsburg Area School District
ENGLISH 10 HONORS

	validity, bias, fallacies of logic, analysis, evaluate, research				
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Appendix A

Common Core Standards

CC.1.2.9–10.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; provide an objective summary of the text.

CC.1.2.9–10.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.

CC.1.2.9–10.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.

CC.1.2.9–10.D

Determine an author's particular point of view and analyze how rhetoric advances the point of view.

CC.1.2.9–10.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.

CC.1.2.9–10.F

Analyze how words and phrases shape meaning and tone in texts.

CC.1.2.9–10.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.

CC.1.2.9–10.H

Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

CC.1.2.9–10.I

Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

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 and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.9–10.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.9–10.A

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.

CC.1.3.9–10.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.

CC.1.3.9–10.C

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.1.3.9–10.D

Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

CC.1.3.9–10.E

Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.

CC.1.3.9–10.F

Analyze how words and phrases shape meaning and tone in texts.

CC.1.3.9–10.G

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

CC.1.3.9–10.H

Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

CC.1.3.9–10.I

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.

CC.1.3.9–10.J

Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.9–10.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.9–10.A

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9–10.B

Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.9–10.C

Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.9–10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

CC.1.4.9–10.E

Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9–10.F

Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9–10.G

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.9–10.H

Write with a sharp, distinct focus identifying topic, task, and audience.

- Introduce the precise claim.

CC.1.4.9–10.I

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CC.1.4.9–10.J

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.9–10.K

Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9–10.L

Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9–10.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.9–10.N

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.9–10.O

Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing 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.

CC.1.4.9–10.P

Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.9–10.Q

Write with an awareness of the stylistic aspects of writing.

- Use parallel structure.
- Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9–10.R

Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9–10.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.9–10.T

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.4.9–10.U

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.1.4.9–10.V

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.4.9–10.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.1.4.9–10.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.1.5.9–10.A

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.9–10.B

Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CC.1.5.9–10.C

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.1.5.9–10.D

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

CC.1.5.9–10.E

Adapt speech to a variety of contexts and tasks.

CC.1.5.9–10.F

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.9–10.G

Demonstrate command of the conventions of Standard English when speaking based on Grades 9–10 level and content.

Appendix B

Assessment Anchors & Eligible Content

- L.F.1.1** Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.F.1.1.1** Identify and/or analyze the author's intended purpose of a text.
 - L.F.1.1.2** Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
 - L.F.1.1.3** Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
- L.F.1.2** Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.F.1.2.1** Identify and/or apply a synonym or antonym of a word used in a text.
 - L.F.1.2.2** Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
 - L.F.1.2.3** Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
 - L.F.1.2.4** Draw conclusions about connotations of words.
- L.F.1.3** Use appropriate strategies to comprehend literature during the reading process.
- L.F.1.3.1** Identify and/or explain stated or implied main ideas and relevant supporting details from a text.
 - L.F.1.3.2** Summarize the key details and events of a fictional text, in part or as a whole.
- L.F.2.1** Use appropriate strategies to make and support interpretations of literature.
- L.F.2.1.1** Make inferences and/or draw conclusions based on analysis of a text.
 - L.F.2.1.2** Cite evidence from a text to support generalizations.
- L.F.2.2** Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.F.2.2.1** Analyze how literary form relates to and/or influences meaning of a text.
 - L.F.2.2.2** Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
 - L.F.2.2.3** Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
 - L.F.2.2.4** Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
- L.F.2.3** Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.F.2.3.1** Explain, interpret, compare, describe, analyze, and/or evaluate character in variety of fiction:
 - the actions, motives, dialogue, emotions/ feelings, traits, and relationships between characters within fictional text
 - the relationship between characters and other components of a text
 - the development of complex characters and their roles and functions within a text.
 - L.F.2.3.2** Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:
 - the relationship between setting and other components of a text (character, plot, and other key literary elements)
 - L.F.2.3.3** Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:
 - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)

- the relationship between elements of the plot and other components of a text
- how the author structures plot to advance the action

L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:

- the relationship between the theme and other components of a text
- comparing and contrasting how major themes are developed across genres
- the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
- the way in which a work of literature is related to the themes and issues of its historical period

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:

- the relationship between the tone, style, and/or mood and other components of a text
- how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
- how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:

- the point of view of the narrator as first person or third person point of view
- the impact of point of view on the meaning of a text as a whole

L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.

L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.

L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.

L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.

L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.

L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.

L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple meaning, or ambiguous words.

L.N.1.2.4 Draw conclusions about connotations of words.

L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.

L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.

L.N.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.

L.N.2.1 Use appropriate strategies to make and support interpretations of literature.

L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.

L.N.2.1.2 Cite evidence from a text to support generalizations.

L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:

- the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text
- the relationship between characters and other components of a text
- the development of complex characters and their roles and functions within a text

L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:

- the relationship between setting and other components of a text (character, plot, and other key literary elements)

L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction:

- elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
- the relationship between elements of the plot and other components of a text
- how the author structures plot to advance the action

L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:

- the relationship between the theme and other components of a text
- comparing and contrasting how major themes are developed across genres
- the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
- the way in which a work of literature is related to the themes and issues of its historical period

L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:

- the relationship between the tone, style, and/or mood and other components of a text
- how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
- how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:

- the point of view of the narrator as first person or third person point of view
- the impact of point of view on the meaning of a text as a whole

L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.

L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.

L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.

L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.

L.N.2.4.4 Make connections between a text and the content of graphics and charts.

L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.

L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

L.N.2.5.1 Differentiate between fact and opinion.

L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.

L.N.2.5.3 Distinguish essential from nonessential information.

L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.

L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.

L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

Unit ONE: REALITY VS. TRUTH

Overview: NON-FICTION VS. FICTION

Big Idea: IS THERE A DIFFERENCE BETWEEN REALITY AND TRUTH?

Unit Essential Questions:

- * How does literature help us think about the world in new ways?
- * How does communication or lack of communication change us?
- * How do we use literature to understand ourselves?

Pennsylvania Common Core Standard(s): (See Appendix A)

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

Connecting to Common Core and Other Standards:

PA Standards found at <http://www.pdesas.org/standard/views#115|773|0|0>

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ISTE found at www.iste.org/standards/nets-for-students.aspx

Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Math and Language Arts specifics found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx

Generic Information found at <http://www.esasd.net/esl>

To-dos resources found at www.todos-math.org

SAS Portal ELL Overlay found at <http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx>

Prentice Hall Audio CD Pack, available United Streaming Videos/internet downloads, translated e-text, building level ELL teacher, teacher adapted/alternative assignments and assessments.

Enrichment: Teacher and student driven research/materials

SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

IEP/GIEP: Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments, classroom instructional aid, and collaboration with student's case manager.

East Stroudsburg Area School District
ENGLISH 10 BASIC

Keystone Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Keystone Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
<p>See Appendix B</p> <p>L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.1.2.3 L.F.2.1.1 L.F.2.1.2 L.F.2.2.1 L.F.2.2.2 L.F.2.3.2 L.F.2.4.1 L.N.1.1.1 L.N.1.1.2 L.N.1.1.3 L.N. 1.2.3 L.N. 2.1.1 L.N. 2.1.2 L.N. 2.2.1 L.N. 2.2.2 L.N. 2.3.2 L.N. 2.4.1 L.N. 2.5.4</p> <p>Anchor Descriptor See Appendix B</p> <p>L.F.1.1 L.F.1.2 L.F.2.1 L.F.2.2 L.F.2.3 L.F.2.4 L.N.1.1</p>	<p>1. Novel <i>Fahrenheit 451</i></p> <p>2. Fiction “There Will Come Soft Rains” “The Leap”</p> <p>3. Non-Fiction “Marian Anderson, Famous Concert Singer” from <u>Angela’s Ashes</u></p> <p>Concepts: Essential content, literary elements and devices inform meaning.</p> <p>Textual structure features and organization inform meaning.</p> <p>Informational sources have unique purposes.</p> <p>Key Terms: Characterization, climax, conflict, connotation, dialogue, exposition, falling action, fiction, novel, foreshadowing, genre, irony, paraphrase, plot, point of view, resolution, setting, symbolism, theme</p>	<p>Identify and evaluate essential content between and among various text types.</p> <p>Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions.</p> <p>Evaluate the effectiveness of the author’s use of literary devices in various genres.</p> <p>Analyze and evaluate author’s use of literary elements within and among genres.</p> <p>Summarize, draw conclusions, and make generalizations from a variety of mediums.</p> <p>Develop new and unique insights based on extended understanding derived from critical examinations of text(s).</p> <p>Evaluate the relevance and reliability of information, citing supportive evidence in texts.</p> <p>Analyze the impact of societal and cultural influences in texts.</p>	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author’s conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on what is found in the text to support your assumption(s)</p> <p>Making Connections– connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author’s use of words to communicate</p>	<ul style="list-style-type: none"> • <i>Fahrenheit 451</i>(novel) • <i>Prentice Hall Literature grade 10</i> Copyright 2012 • <i>The Mystery of Edgar Allan Poe</i> (DVD/VHS) • <i>Ray Bradbury: An American Icon</i> (DVD/VHS) • <i>The Monkey’s Paw</i> (DVD/VHS) • <i>Fahrenheit 451</i> (DVD/VHS) • <i>Universal Themes in Literature</i> (DVD/VHS) • <i>Quack Literary Devices</i> (DVD/VHS) • Additional supplemental resources may be used at teacher’s discretion. • Additional supplemental non- 	<ul style="list-style-type: none"> • Tests and quizzes • Classroom discussions • Shared inquiry • Teacher generated activities • Cooperative learning activities • Oral presentations • Written responses: • Reader response journals, Writing logs, Readers’ notebooks, Essays • Listening logs • Talk to the text

East Stroudsburg Area School District
ENGLISH 10 BASIC

<p>L.N. 1.2 L.N. 2.1 L.N. 2.2</p>		<p>Evaluate organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, and problem/solution) as related to content to clarify and enhance meaning.</p>	<p>Point of View – Non-Fiction – author’s perspective or reader’s perspective Fiction – narrator or speaker’s perspective</p> <p>Tone – the attitude of the author toward the audience and characters</p> <p>Delineate – outline</p> <p>Argument – author’s main position</p> <p>Specific Claims – specific support/evidence author uses</p> <p>Assess the validity of reasoning- weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>	<p>fiction resources will be used in conjunction with each thematic unit to address all the non-fiction Keystone anchors by the end of the course. Suggestions may be found in department resource binder /electronic storage.</p>	
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Unit ONE: REALITY VS. TRUTH

Overview: NON-FICTION VS. FICTION

Big Idea: IS THERE A DIFFERENCE BETWEEN REALITY AND TRUTH?

Unit Essential Questions:

- * How does literature help us think about the world in new ways?
- * How does communication or lack of communication change us?
- * How do we use literature to understand ourselves?

Pennsylvania Common Core Standard(s): (See Appendix A)

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

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National Common Core found at www.corestandards.org

ISTE found at www.iste.org/standards/nets-for-students.aspx

Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Math and Language Arts specifics found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx

Generic Information found at <http://www.esasd.net/esl>

To-dos resources found at www.todos-math.org

SAS Portal ELL Overlay found at <http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx>

Prentice Hall Audio CD Pack, available United Streaming Videos/internet downloads, translated e-text, building level ELL teacher, teacher adapted/alternative assignments and assessments.

Enrichment: Teacher and student driven research/materials

SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

IEP/GIEP: Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments, classroom instructional aid, and collaboration with student's case manager.

East Stroudsburg Area School District
ENGLISH 10 CP

Keystone Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Keystone Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
<p>See Appendix B</p> <p>L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.1.2.3 L.F.2.1.1 L.F.2.1.2 L.F.2.2.1 L.F.2.2.2 L.F.2.3.2 L.F.2.4.1 L.N.1.1.1 L.N.1.1.2 L.N.1.1.3 L.N. 1.2.3 L.N. 2.1.1 L.N. 2.1.2 L.N. 2.2.1 L.N. 2.2.2 L.N. 2.3.2 L.N. 2.4.1 L.N. 2.5.4</p> <p>Anchor Descriptor See Appendix B</p> <p>L.F.1.1 L.F.1.2 L.F.2.1 L.F.2.2 L.F.2.3 L.F.2.4 L.N.1.1</p>	<p>1. Novel <i>Fahrenheit 451</i></p> <p>2. Fiction “There Will Come Soft Rains” “The Leap” “The Monkey’s Paw”</p> <p>3. Non-Fiction “Marian Anderson, Famous Concert Singer” from <i>Angela’s Ashes</i> “Editorials on the Anniversary of the Fall of Berlin Wall”</p> <p>Concepts: Essential content, literary elements and devices inform meaning.</p> <p>Textual structure features and organization inform meaning.</p> <p>Informational sources have unique purposes.</p> <p>Key Terms: Characterization, climax, conflict, connotation, dialogue, exposition, falling action, fiction, novel, foreshadowing, genre, irony, paraphrase, plot, point of view, resolution, setting, symbolism, theme</p>	<p>Identify and evaluate essential content between and among various text types.</p> <p>Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions.</p> <p>Evaluate the effectiveness of the author’s use of literary devices in various genres.</p> <p>Analyze and evaluate author’s use of literary elements within and among genres.</p> <p>Summarize, draw conclusions, and make generalizations from a variety of mediums.</p> <p>Develop new and unique insights based on extended understanding derived from critical examinations of text(s).</p> <p>Evaluate the relevance and reliability of information, citing supportive evidence in texts.</p> <p>Analyze the impact of societal and cultural influences in texts.</p>	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author’s conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on what is found in the text to support your assumption(s)</p> <p>Making Connections– connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author’s use of words to communicate</p>	<ul style="list-style-type: none"> • <i>Fahrenheit 451</i>(novel) • <i>Prentice Hall Literature grade 10</i> Copyright 2012 • <i>The Mystery of Edgar Allan Poe</i> (DVD/VHS) • <i>Ray Bradbury: An American Icon</i> (DVD/VHS) • <i>The Monkey’s Paw</i> (DVD/VHS) • <i>Fahrenheit 451</i> (DVD/VHS) • <i>Universal Themes in Literature</i> (DVD/VHS) • <i>Quack Literary Devices</i> (DVD/VHS) • Additional supplemental resources may be used at teacher’s discretion. • Additional supplemental non- 	<ul style="list-style-type: none"> • Tests and quizzes • Classroom discussions • Shared inquiry • Teacher generated activities • Cooperative learning activities • Oral presentations • Written responses: Reader response journals, Writing logs, Readers’ notebooks, Essays • Listening logs • Talk to the text

East Stroudsburg Area School District
ENGLISH 10 CP

<p>L.N. 1.2 L.N. 2.1 L.N. 2.2</p>		<p>Evaluate organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, and problem/solution) as related to content to clarify and enhance meaning.</p>	<p>Point of View – Non-Fiction – author’s perspective or reader’s perspective Fiction – narrator or speaker’s perspective</p> <p>Tone – the attitude of the author toward the audience and characters</p> <p>Delineate – outline</p> <p>Argument – author’s main position</p> <p>Specific Claims – specific support/evidence author uses</p> <p>Assess the validity of reasoning- weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>	<p>fiction resources will be used in conjunction with each thematic unit to address all the non-fiction Keystone anchors by the end of the course. Suggestions may be found in department resource binder /electronic storage.</p>	
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East Stroudsburg Area School District
ENGLISH 10 HONORS

Unit ONE: REALITY VS. TRUTH

Overview: NON-FICTION VS. FICTION

Big Idea: IS THERE A DIFFERENCE BETWEEN REALITY AND TRUTH?

Unit Essential Questions:

- * How does literature help us think about the world in new ways?
- * How does communication or lack of communication change us?
- * How do we use literature to understand ourselves?

Pennsylvania Common Core Standard(s): (See Appendix A)

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

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East Stroudsburg Area School District
ENGLISH 10 HONORS

Keystone Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Keystone Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
<p>See Appendix B</p> <p>L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.1.2.3 L.F.2.1.1 L.F.2.1.2 L.F.2.2.1 L.F.2.2.2 L.F.2.3.2 L.F.2.4.1 L.N.1.1.1 L.N.1.1.2 L.N.1.1.3 L.N. 1.2.3 L.N. 2.1.1 L.N. 2.1.2 L.N. 2.2.1 L.N. 2.2.2 L.N. 2.3.2 L.N. 2.4.1 L.N. 2.5.4</p> <p>Anchor Descriptor See Appendix B</p> <p>L.F.1.1 L.F.1.2 L.F.2.1 L.F.2.2 L.F.2.3 L.F.2.4 L.N.1.1</p>	<p>1. Novel <i>Fahrenheit 451</i></p> <p>2. Fiction “There Will Come Soft Rains” “The Leap” “The Masque of the Red Death” “The Monkey’s Paw”</p> <p>3. Non-Fiction “Marian Anderson, Famous Concert Singer” from <i>Angela’s Ashes</i> “Editorials on the Anniversary of the Fall of Berlin Wall” “Holocaust”</p> <p>Concepts: Essential content, literary elements and devices inform meaning.</p> <p>Textual structure features and organization inform meaning.</p> <p>Informational sources have unique purposes.</p> <p>Key Terms: Characterization, climax, conflict, connotation, dialogue, exposition, falling action, fiction, novel, foreshadowing, genre, irony, paraphrase, plot, point of view, resolution, setting, symbolism, theme</p>	<p>Identify and evaluate essential content between and among various text types.</p> <p>Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions.</p> <p>Evaluate the effectiveness of the author’s use of literary devices in various genres.</p> <p>Analyze and evaluate author’s use of literary elements within and among genres.</p> <p>Summarize, draw conclusions, and make generalizations from a variety of mediums.</p> <p>Develop new and unique insights based on extended understanding derived from critical examinations of text(s).</p> <p>Evaluate the relevance and reliability of information, citing supportive evidence in texts.</p> <p>Analyze the impact of societal and cultural influences in texts.</p>	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author’s conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on what is found in the text to support your assumption(s)</p> <p>Making Connections–connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author’s use of words to communicate</p>	<ul style="list-style-type: none"> • <i>Fahrenheit 451</i>(novel) • <i>Prentice Hall Literature grade 10</i> Copyright 2012 • <i>The Mystery of Edgar Allan Poe</i> (DVD/VHS) • <i>Ray Bradbury: An American Icon</i> (DVD/VHS) • <i>The Monkey’s Paw</i> (DVD/VHS) • <i>Fahrenheit 451</i> (DVD/VHS) • <i>Universal Themes in Literature</i> (DVD/VHS) • <i>Quack Literary Devices</i> (DVD/VHS) • Additional supplemental resources may be used at teacher’s discretion. • Additional supplemental non- 	<ul style="list-style-type: none"> • Tests and quizzes • Classroom discussions • Shared inquiry • Teacher generated activities • Cooperative learning activities • Oral presentations • Written responses: Reader response journals, Writing logs, Readers notebooks, Essays • Listening logs • Talk to the text

East Stroudsburg Area School District
ENGLISH 10 HONORS

L.N. 1.2 L.N. 2.1 L.N. 2.2		<p>Evaluate organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, and problem/solution) as related to content to clarify and enhance meaning.</p>	<p>Point of View – Non-Fiction – author’s perspective or reader’s perspective Fiction – narrator or speaker’s perspective</p> <p>Tone – the attitude of the author toward the audience and characters</p> <p>Delineate – outline</p> <p>Argument – author’s main position</p> <p>Specific Claims – specific support/evidence author uses</p> <p>Assess the validity of reasoning- weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>	<p>fiction resources will be used in conjunction with each thematic unit to address all the non-fiction Keystone anchors by the end of the course. Suggestions may be found in department resource binder /electronic storage.</p>	
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Unit TWO: PERCEPTION THROUGH EXPERIENCES

Overview: DRAMA

Big Idea: TO WHAT EXTENT DOES EXPERIENCE DETERMINE WHAT WE PERCEIVE?

Unit Essential Questions:

- *How have gender roles changed in various times/cultures globally?
- *How did the status of actors change during the Elizabethan period? What does this say about the Elizabethan society?
- *How do we determine self-identity vs. social/cultural identity?
- *How much do first impressions influence opinions of people?

Pennsylvania Common Core Standard(s): (See Appendix A)

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Connecting to Common Core and Other Standards:

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East Stroudsburg Area School District
ENGLISH 10 BASIC

Keystone Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Keystone Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
<p>See Appendix B</p> <p>L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.1.2.3 L.F.1.2.4 L.F. 1.3.1 L.F.2.1.1 L.F.2.1.2 L.F.2.2.1 L.F.2.2.3 L.F.2.2.4 L.F.2.3.2 L.F.2.3.3 L.F.2.4.1 L.F.2.5.1 L.F.2.5.2 L.F.2.5.3 L.N.1.1.1 L.N.1.1.2 L.N.1.1.3 L.N. 1.2.3 L.N. 2.1.1 L.N. 2.1.2 L.N. 2.2.2 L.N. 2.3.2 L.N. 2.4.1</p> <p>Anchor Descriptor See Appendix B</p> <p>L.F.1.1 L.F.1.2</p>	<p>1. Drama <i>The Tragedy of Julius Caesar</i> or <i>The Taming of the Shrew</i></p> <p>2. Non-Fiction <i>Hold Fast Your Dreams-And Trust Your Mistakes</i></p> <p>Concepts: Essential content, literary elements and devices inform meaning.</p> <p>Textual structure features and organization inform meaning.</p> <p>Informational sources have unique purposes.</p> <p>Active listening facilitates learning and communication.</p> <p>Purpose, context and audience influence the content and delivery in speaking situations.</p> <p>Key Terms: Aside, couplet, iambic pentameter, foil, monologue, soliloquy, tragedy, comedy, tragic flaw, tragic hero, hyperbole, characterization, climax, conflict, connotation, dialogue, exposition, falling action, foreshadowing, genre, irony, paraphrase, plot, resolution, setting, symbolism, theme, pun, imagery, allusion, act, scene, stage directions</p>	<p>Identify and evaluate essential content between and among various text types.</p> <p>Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions.</p> <p>Summarize, draw conclusions, and make generalizations from a variety of mediums.</p> <p>Develop new and unique insights based on extended understanding derived from critical examinations of text(s).</p> <p>Evaluate the relevance and reliability of information, citing supportive evidence in texts.</p> <p>Analyze the impact of societal and cultural influences in texts.</p> <p>Evaluate organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, and problem/solution) as related to content to clarify and enhance meaning.</p>	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author’s conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on what is found in the text to support your assumption(s)</p> <p>Making Connections–connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author’s use of words to communicate</p>	<ul style="list-style-type: none"> • <i>Prentice Hall Literature grade 10</i> Copyright 2012 (<i>Julius Caesar</i>) • <i>The Taming of the Shrew</i> (text) • <i>Julius Caesar</i> (movie) • <i>The Taming of the Shrew</i> (movie) • <i>10 Things I Hate about You</i> (movie) • <i>Standard Deviants</i> (VHS/DVD) • <i>Introduction to Shakespeare</i> (VHS/DVD) • <i>What is Tragedy?</i> (VHS/DVD) • <i>The Rise/Fall of the Roman Empire</i> (VHS/DVD) • Additional supplemental resources may be used at teacher’s discretion. 	<ul style="list-style-type: none"> • Tests and quizzes • Classroom discussions • Shared inquiry • Teacher generated activities • Cooperative learning activities • Oral presentations • Written responses: Reader response journals, Writing logs, Readers notebooks, Essays • Listening logs • Talk to the text

East Stroudsburg Area School District
ENGLISH 10 BASIC

<p>L.F. 1.3 L.F.2.1 L.F.2.2 L.F.2.3 L.F.2.4 L.F.2.5. L.N.1.1 L.N. 1.2 L.N. 2.1 L.N. 2.2 L.N. 2.3 L.N. 2.4</p>		<p>Identify the use of bias, stereotype, and propaganda where present.</p> <p>Analyze and evaluate author's use of conflict, theme and /or point of view within and among texts.</p> <p>Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions.</p> <p>Listen with civility to the ideas of others.</p>	<p>Point of View – Non-Fiction – author's perspective or reader's perspective Fiction – narrator or speaker's perspective</p> <p>Tone – the attitude of the author toward the audience and characters</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – specific support/evidence author uses</p> <p>Assess the validity of reasoning- weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>	<ul style="list-style-type: none"> Additional supplemental non-fiction resources will be used in conjunction with each thematic unit to address all the non-fiction Keystone anchors by the end of the course. Suggestions may be found in department resource binder /electronic storage. 	
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Unit TWO: PERCEPTION THROUGH EXPERIENCES

Overview: DRAMA

Big Idea: TO WHAT EXTENT DOES EXPERIENCE DETERMINE WHAT WE PERCEIVE?

Unit Essential Questions:

- *How have gender roles changed in various times/cultures globally?
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ENGLISH 10 CP

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ENGLISH 10 CP

<p>L.F. 1.3 L.F.2.1 L.F.2.2 L.F.2.3 L.F.2.4 L.F.2.5. L.N.1.1 L.N. 1.2 L.N. 2.1 L.N. 2.2 L.N. 2.3 L.N. 2.4</p>		<p>Identify the use of bias, stereotype, and propaganda where present.</p> <p>Analyze and evaluate author's use of conflict, theme and /or point of view within and among texts.</p> <p>Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions.</p> <p>Listen with civility to the ideas of others.</p>	<p>Point of View – Non-Fiction – author's perspective or reader's perspective Fiction – narrator or speaker's perspective</p> <p>Tone – the attitude of the author toward the audience and characters</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – specific support/evidence author uses</p> <p>Assess the validity of reasoning- weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>	<ul style="list-style-type: none"> Additional supplemental non-fiction resources will be used in conjunction with each thematic unit to address all the non-fiction Keystone anchors by the end of the course. Suggestions may be found in department resource binder /electronic storage. 	
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East Stroudsburg Area School District
ENGLISH 10 HONORS

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ENGLISH 10 HONORS

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<p>See Appendix B</p> <p>L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.1.2.3 L.F.1.2.4 L.F. 1.3.1 L.F.2.1.1 L.F.2.1.2 L.F.2.2.1 L.F.2.2.3 L.F.2.2.4 L.F.2.3.2 L.F.2.3.3 L.F.2.4.1 L.F.2.5.1 L.F.2.5.2 L.F.2.5.3 L.N.1.1.1 L.N.1.1.2 L.N.1.1.3 L.N. 1.2.3 L.N. 2.1.1 L.N. 2.1.2 L.N. 2.2.2 L.N. 2.3.2 L.N. 2.4.1</p> <p>Anchor Descriptor See Appendix B</p> <p>L.F.1.1 L.F.1.2</p>	<p>1. Drama <i>The Tragedy of Julius Caesar</i> or <i>The Taming of the Shrew</i></p> <p>2. Non-Fiction <i>Hold Fast Your Dreams-And Trust Your Mistakes</i></p> <p>Concepts: Essential content, literary elements and devices inform meaning.</p> <p>Textual structure features and organization inform meaning.</p> <p>Informational sources have unique purposes.</p> <p>Active listening facilitates learning and communication.</p> <p>Purpose, context and audience influence the content and delivery in speaking situations.</p> <p>Key Terms: Aside, couplet, iambic pentameter, foil, monologue, soliloquy, tragedy, comedy, tragic flaw, tragic hero, hyperbole, characterization, climax, conflict, connotation, dialogue, exposition, falling action, foreshadowing, genre, irony, paraphrase, plot, resolution, setting, symbolism, theme, pun, imagery, allusion, act, scene, stage directions</p>	<p>Identify and evaluate essential content between and among various text types.</p> <p>Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions.</p> <p>Summarize, draw conclusions, and make generalizations from a variety of mediums.</p> <p>Develop new and unique insights based on extended understanding derived from critical examinations of text(s).</p> <p>Evaluate the relevance and reliability of information, citing supportive evidence in texts.</p> <p>Analyze the impact of societal and cultural influences in texts.</p> <p>Evaluate organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, and problem/solution) as related to content to clarify and enhance meaning.</p>	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author’s conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on what is found in the text to support your assumption(s)</p> <p>Making Connections–connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author’s use of words to communicate</p>	<ul style="list-style-type: none"> • <i>Prentice Hall Literature grade 10</i> Copyright 2012 (<i>Julius Caesar</i>) • <i>The Taming of the Shrew</i> (text) • <i>Julius Caesar</i> (movie) • <i>The Taming of the Shrew</i> (movie) • <i>10 Things I Hate about You</i> (movie) • <i>Standard Deviants</i> (VHS/DVD) • <i>Introduction to Shakespeare</i> (VHS/DVD) • <i>What is Tragedy?</i> (VHS/DVD) • <i>The Rise/Fall of the Roman Empire</i> (VHS/DVD) • Additional supplemental resources may be used at teacher’s discretion. 	<ul style="list-style-type: none"> • Tests and quizzes • Classroom discussions • Shared inquiry • Teacher generated activities • Cooperative learning activities • Oral presentations • Written responses: Reader response journals, Writing logs, Readers notebooks, Essays • Listening logs • Talk to the text

East Stroudsburg Area School District
ENGLISH 10 HONORS

<p>L.F. 1.3 L.F.2.1 L.F.2.2 L.F.2.3 L.F.2.4 L.F.2.5. L.N.1.1 L.N. 1.2 L.N. 2.1 L.N. 2.2 L.N. 2.3 L.N. 2.4</p>		<p>Identify the use of bias, stereotype, and propaganda where present.</p> <p>Analyze and evaluate author's use of conflict, theme and /or point of view within and among texts.</p> <p>Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions.</p> <p>Listen with civility to the ideas of others.</p>	<p>Point of View – Non-Fiction – author's perspective or reader's perspective Fiction – narrator or speaker's perspective</p> <p>Tone – the attitude of the author toward the audience and characters</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – specific support/evidence author uses</p> <p>Assess the validity of reasoning- weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>	<ul style="list-style-type: none"> Additional supplemental non-fiction resources will be used in conjunction with each thematic unit to address all the non-fiction Keystone anchors by the end of the course. Suggestions may be found in department resource binder /electronic storage. 	
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Unit THREE: HEROES AND DREAMERS

Overview: CLASSICAL MYTHOLOGY

Big Idea: CAN ANYONE BE A HERO?

Unit Essential Questions:

- *Do the attributes of a hero remain the same over time?
- *Can you disobey a rule and still be a hero?
- *How has classical mythology influenced culture throughout time?

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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, CC.1.3.9-10.K

Connecting to Common Core and Other Standards:

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Enrichment: Teacher and student driven research/materials

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Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

IEP/GIEP: Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments, classroom instructional aid, and collaboration with student's case manager.

East Stroudsburg Area School District
ENGLISH 10 BASIC

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<p>See Appendix B</p> <p>L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.1.2.3 L.F.1.2.4 L.F. 1.3.1 L.F.2.1.1 L.F.2.1.2 L.F.2.2.1 L.F.2.2.3 L.F.2.2.4 L.F.2.3.2 L.F.2.3.3 L.F.2.4.1 L.F.2.5.1 L.F.2.5.2 L.F.2.5.3</p> <p>Anchor Descriptor See Appendix B</p> <p>L.F.1.1 L.F.1.2 L.F. 1.3 L.F.2.1 L.F.2.2 L.F.2.3 L.F.2.4 L.F.2.5</p>	<p>1. Antigone 2. Classical Mythology <i>Gods, Creation and the Earliest Heroes</i></p> <p>Concepts: Essential content, literary elements and devices inform meaning.</p> <p>Textual structure features and organization inform meaning.</p> <p>Informational sources have unique purposes.</p> <p>Active listening facilitates learning and communication.</p> <p>Purpose, context and audience influence the content and delivery in speaking situations.</p> <p>Key Terms: Foil, monologue, tragedy, tragic flaw, tragic hero, characterization, climax, conflict, connotation, dialogue, exposition, falling action, foreshadowing, genre, irony, paraphrase, plot, resolution, setting, symbolism, theme, imagery, allusion, act, scene, stage directions, Greek Chorus, hubris, prologue, hero, ode, exodus, parados, antistrophe, strophe</p>	<p>Identify and evaluate essential content between and among various text types.</p> <p>Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions.</p> <p>Summarize, draw conclusions, and make generalizations from a variety of mediums.</p> <p>Develop new and unique insights based on extended understanding derived from critical examinations of text(s).</p> <p>Evaluate the relevance and reliability of information, citing supportive evidence in texts.</p> <p>Analyze the impact of societal and cultural influences in texts.</p> <p>Evaluate organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, and problem/solution) as related to content to clarify and enhance meaning.</p>	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author’s conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on what is found in the text to support your assumption(s)</p> <p>Making Connections– connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author’s use of words to communicate</p>	<ul style="list-style-type: none"> • <i>Prentice Hall Literature grade 10</i> Copyright 2012 • <i>Oedipus Trilogy</i> (Fitts & Fitzgerald) • <i>Mythology</i> by Edith Hamilton • <i>Antigone</i> (DVD/VHS) • <i>Oedipus Rex</i> (DVD/VHS) • Discovery Channel’s <i>Ancient Greece</i> (DVD/VHS) • History’s Channel’s <i>Ancient Greece – Gods and Battles</i> (DVD/VHS) • <i>The Shaping of the Western World – Greeks: In Search of Meaning</i> (DVD/VHS) • <i>Mythology in Literary Culture</i> (DVD/VHS) 	<ul style="list-style-type: none"> • Tests and quizzes • Classroom discussions • Shared inquiry • Teacher generated activities • Cooperative learning activities • Oral presentations • Written responses: Reader response journals, Writing logs, Readers notebooks, Essays • Listening logs • Talk to the text

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ENGLISH 10 BASIC

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Unit THREE: HEROES AND DREAMERS

Overview: CLASSICAL MYTHOLOGY

Big Idea: CAN ANYONE BE A HERO?

Unit Essential Questions:

- *Do the attributes of a hero remain the same over time?
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ENGLISH 10 CP

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East Stroudsburg Area School District
ENGLISH 10 HONORS

		<p>Analyze and evaluate author's use of conflict, theme and /or point of view within and among texts.</p> <p>Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions.</p> <p>Listen with civility to the ideas of others.</p>	<p>Point of View – Non-Fiction – author's perspective or reader's perspective Fiction – narrator or speaker's perspective</p> <p>Tone – the attitude of the author toward the audience and characters</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – specific support/evidence author uses</p> <p>Assess the validity of reasoning- weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>	<ul style="list-style-type: none"> • <i>Classical mythology: Its Origins and Impact</i> (DVD/VHS) • <i>The Greek Mythology for Students Series (10)</i> (DVD/VHS) • <i>Jason and the Argonauts</i> (DVD/VHS) • <i>Universal Themes in Literature</i> (DVD/VHS) • <i>History Channel's Clash of the Gods</i> (DVD/VHS) • <i>History Channel's The Greek Gods</i> (DVD/VHS) • <i>Hercules</i> (DVD/VHS) • <i>Clash of the Titans</i> (DVD/VHS) • <i>Those Fabulous Folks on Mount Olympus</i> (DVD/VHS) • <i>Percy Jackson and the Olympians: The Lightning Thief</i> (DVD/VHS) 	
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East Stroudsburg Area School District
ENGLISH 10 HONORS

				<ul style="list-style-type: none">• <i>Quack Literary Devices</i> (DVD/VHS)• Additional supplemental resources may be used at teacher's discretion.• Additional supplemental non-fiction resources will be used in conjunction with each thematic unit to address all the non-fiction Keystone anchors by the end of the course. Suggestions may be found in department resource binder /electronic storage.	
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Unit TWO: COMMUNITY THROUGH COMMUNICATION

Overview: POETRY

Big Idea: DOES ALL COMMUNICATION SERVE A POSITIVE PURPOSE?

Unit Essential Questions:

- *How do poets form their own community?
- *How is poetry a form of communication?
- *How does poetry influence other forms of communication?

Pennsylvania Common Core Standard(s): (See Appendix A)

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, CC.1.3.9-10.K

Connecting to Common Core and Other Standards:

PA Standards found at <http://www.pdesas.org/standard/views#115|773|0|0>

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Career Education and Work found at www.pacareerstandards.com/

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Enrichment: Teacher and student driven research/materials

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Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

IEP/GIEP: Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments, classroom instructional aid, and collaboration with student's case manager.

East Stroudsburg Area School District
ENGLISH 10 BASIC

Keystone Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Keystone Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
<p>See Appendix B</p> <p>L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.1.2.3 L.F.1.2.4 L.F. 1.3.1 L.F.2.1.1 L.F.2.1.2 L.F.2.2.1 L.F.2.2.3 L.F.2.2.4 L.F.2.3.2 L.F.2.3.3 L.F.2.4.1 L.F.2.5.1 L.F.2.5.2 L.F.2.5.3</p> <p>Anchor Descriptor See Appendix B</p> <p>L.F.1.1 L.F.1.2 L.F. 1.3 L.F.2.1 L.F.2.2 L.F.2.3 L.F.2.4 L.F.2.5</p>	<p>1. Poetry “Danny Deever” “A Tree Telling of Orpheus” “Making a Fist” “My City” “Do Not Go Gentle into that Good Night” “Sonnet 18” “Fear” “The Wind-Tapped like a Tired Man” “The Weary Blues” “Metaphor” “Jazz Fantasia” <i>The Odyssey</i> (enrichment)</p> <p>Concepts: Essential content, literary elements and devices inform meaning.</p> <p>Textual structure features and organization inform meaning.</p> <p>Informational sources have unique purposes.</p> <p>Active listening facilitates learning and communication.</p> <p>Purpose, context and audience influence the content and delivery in speaking situations.</p> <p>Key Terms: Allusion, speaker, dialogue, villanelle, symbolism, repetition, rhyme, imagery, sonnet, couplet,</p>	<p>Identify and evaluate essential content between and among various types of poems.</p> <p>Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions.</p> <p>Summarize, draw conclusions, and make generalizations from a variety of mediums.</p> <p>Develop new and unique insights based on extended understanding derived from critical examinations of text(s).</p> <p>Evaluate the relevance and reliability of information, citing supportive evidence in texts.</p> <p>Analyze the impact of societal and cultural influences in texts.</p> <p>Evaluate organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, and problem/solution) as related to content to clarify and enhance meaning.</p>	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author’s conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on what is found in the text to support your assumption(s)</p> <p>Making Connections– connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author’s use of words to communicate</p>	<ul style="list-style-type: none"> • <i>Prentice Hall Prentice Hall Literature grade 10</i> Copyright 2012 • <i>Voices & Visions: Robert Frost</i> (VHS/DVD) • <i>Dead Poets Society</i> (movie) • Hallmark Hall of Fame’s <i>The Odyssey</i> (VHS/DVD) • <i>Understanding the Elements of Poetry</i> (VHS/DVD) • <i>Great Books: The Odyssey</i> (VHS/DVD) • <i>Homer’s Mythology: Tracing a Tradition</i> (VHS/DVD) • <i>Quack Poetic Forms</i> (VHS/DVD) • Additional supplemental resources may be used at teacher’s discretion. 	<ul style="list-style-type: none"> • Tests and quizzes • Classroom discussions • Shared inquiry • Teacher generated activities • Cooperative learning activities • Oral presentations • Written responses: Reader response journals, Writing logs, Readers notebooks, Essays • Listening logs • Talk to the text

East Stroudsburg Area School District
ENGLISH 10 BASIC

	<p>metaphor, simile, figurative language, personification, onomatopoeia, alliteration, free verse, rhythm, meter, mood, tone, hyperbole, dramatic poetry, lyric poetry, narrative poetry, blank verse, tanka, consonance, assonance, epic, ballad, haiku, poetic form, theme</p>	<p>Analyze and evaluate author's use of conflict, theme and /or point of view within and among texts.</p> <p>Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions.</p> <p>Listen with civility to the ideas of others.</p>	<p>Point of View – Non-Fiction – author's perspective or reader's perspective Fiction – narrator or speaker's perspective</p> <p>Tone – the attitude of the author toward the audience and characters</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – specific support/evidence author uses</p> <p>Assess the validity of reasoning- weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>	<ul style="list-style-type: none"> Additional supplemental non-fiction resources will be used in conjunction with each thematic unit to address all the non-fiction Keystone anchors by the end of the course. Suggestions may be found in department resource binder /electronic storage. 	
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Unit TWO: COMMUNITY THROUGH COMMUNICATION

Overview: POETRY

Big Idea: DOES ALL COMMUNICATION SERVE A POSITIVE PURPOSE?

Unit Essential Questions:

- *How do poets form their own community?
- *How is poetry a form of communication?
- *How does poetry influence other forms of communication?

Pennsylvania Common Core Standard(s): (See Appendix A)

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, CC.1.3.9-10.K

Connecting to Common Core and Other Standards:

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East Stroudsburg Area School District
ENGLISH 10 CP

Keystone Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Keystone Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
<p>See Appendix B</p> <p>L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.1.2.3 L.F.1.2.4 L.F. 1.3.1 L.F.2.1.1 L.F.2.1.2 L.F.2.2.1 L.F.2.2.3 L.F.2.2.4 L.F.2.3.2 L.F.2.3.3 L.F.2.4.1 L.F.2.5.1 L.F.2.5.2 L.F.2.5.3</p> <p>Anchor Descriptor See Appendix B</p> <p>L.F.1.1 L.F.1.2 L.F. 1.3 L.F.2.1 L.F.2.2 L.F.2.3 L.F.2.4 L.F.2.5</p>	<p>1. Poetry “Danny Deever” “A Tree Telling of Orpheus” “Making a Fist” “My City” “Do Not Go Gentle into that Good Night” “Sonnet 18” “Fear” “The Wind-Tapped like a Tired Man” “The Weary Blues” “Metaphor” “Jazz Fantasia” “Glory” “Conscientious Objector” <i>The Odyssey</i> (enrichment)</p> <p>Concepts: Essential content, literary elements and devices inform meaning.</p> <p>Textual structure features and organization inform meaning.</p> <p>Informational sources have unique purposes.</p> <p>Active listening facilitates learning and communication.</p> <p>Purpose, context and audience influence the content and delivery in speaking situations.</p> <p>Key Terms: Allusion, speaker, dialogue,</p>	<p>Identify and evaluate essential content between and among various types of poems.</p> <p>Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions.</p> <p>Summarize, draw conclusions, and make generalizations from a variety of mediums.</p> <p>Develop new and unique insights based on extended understanding derived from critical examinations of text(s).</p> <p>Evaluate the relevance and reliability of information, citing supportive evidence in texts.</p> <p>Analyze the impact of societal and cultural influences in texts.</p> <p>Evaluate organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, and problem/solution) as related to content to clarify and enhance meaning.</p>	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author’s conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on what is found in the text to support your assumption(s)</p> <p>Making Connections–connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author’s use of words to communicate</p>	<ul style="list-style-type: none"> • <i>Prentice Hall Literature grade 10</i> Copyright 2012 • <i>Voices & Visions: Robert Frost</i> (VHS/DVD) • <i>Dead Poets Society</i> (movie) • Hallmark Hall of Fame’s <i>The Odyssey</i> (VHS/DVD) • <i>Understanding the Elements of Poetry</i> (VHS/DVD) • <i>Great Books: The Odyssey</i> (VHS/DVD) • <i>Homer’s Mythology: Tracing a Tradition</i> (VHS/DVD) • <i>Quack Poetic Forms</i> (VHS/DVD) • Additional supplemental resources may be used at teacher’s discretion. • Additional 	<ul style="list-style-type: none"> • Tests and quizzes • Classroom discussions • Shared inquiry • Teacher generated activities • Cooperative learning activities • Oral presentations • Written responses: Reader response journals, Writing logs, Readers notebooks, Essays • Listening logs • Talk to the text

East Stroudsburg Area School District
ENGLISH 10 CP

	<p>villanelle, symbolism, repetition, rhyme, imagery, sonnet, couplet, metaphor, simile, figurative language, personification, onomatopoeia, alliteration, free verse, rhythm, meter, mood, tone, hyperbole, dramatic poetry, lyric poetry, narrative poetry, blank verse, tanka, consonance, assonance, epic, ballad, haiku, poetic form, theme</p>	<p>Analyze and evaluate author's use of conflict, theme and /or point of view within and among texts.</p> <p>Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions.</p> <p>Listen with civility to the ideas of others.</p>	<p>Point of View –</p> <p>Non-Fiction – author's perspective or reader's perspective</p> <p>Fiction – narrator or speaker's perspective</p> <p>Tone – the attitude of the author toward the audience and characters</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – specific support/evidence author uses</p> <p>Assess the validity of reasoning- weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>	<p>supplemental non-fiction resources will be used in conjunction with each thematic unit to address all the non-fiction Keystone anchors by the end of the course.</p> <p>Suggestions may be found in department resource binder /electronic storage.</p>	
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Unit TWO: COMMUNITY THROUGH COMMUNICATION

Overview: POETRY

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Unit Essential Questions:

- *How do poets form their own community?
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East Stroudsburg Area School District
ENGLISH 10 HONORS

Keystone Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Keystone Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
<p>See Appendix B</p> <p>L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.1.2.3 L.F.1.2.4 L.F. 1.3.1 L.F.2.1.1 L.F.2.1.2 L.F.2.2.1 L.F.2.2.3 L.F.2.2.4 L.F.2.3.2 L.F.2.3.3 L.F.2.4.1 L.F.2.5.1 L.F.2.5.2 L.F.2.5.3</p> <p>Anchor Descriptor See Appendix B</p> <p>L.F.1.1 L.F.1.2 L.F. 1.3 L.F.2.1 L.F.2.2 L.F.2.3 L.F.2.4 L.F.2.5</p>	<p>1. Poetry “Danny Deever” “A Tree Telling of Orpheus” “Making a Fist” “My City” “Do Not Go Gentle into that Good Night” “Sonnet 18” “Fear” “The Wind-Tapped like a Tired Man” “The Weary Blues” “Metaphor” “Jazz Fantasia” “Glory” “Conscientious Objector” “Kraken” “Flanders Fields” <i>The Odyssey</i></p> <p>Concepts: Essential content, literary elements and devices inform meaning.</p> <p>Textual structure features and organization inform meaning.</p> <p>Informational sources have unique purposes.</p> <p>Active listening facilitates learning and communication.</p> <p>Purpose, context and audience influence the content and delivery in speaking situations.</p>	<p>Identify and evaluate essential content between and among various types of poems.</p> <p>Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions.</p> <p>Summarize, draw conclusions, and make generalizations from a variety of mediums.</p> <p>Develop new and unique insights based on extended understanding derived from critical examinations of text(s).</p> <p>Evaluate the relevance and reliability of information, citing supportive evidence in texts.</p> <p>Analyze the impact of societal and cultural influences in texts.</p> <p>Evaluate organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, and problem/solution) as related to content to clarify and enhance meaning.</p>	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author’s conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on what is found in the text to support your assumption(s)</p> <p>Making Connections– connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author’s use of words to communicate</p>	<ul style="list-style-type: none"> • <i>Prentice Hall Literature grade 10 Copyright 2012</i> • <i>Voices & Visions: Robert Frost (VHS/DVD)</i> • <i>Dead Poets Society (movie)</i> • <i>Hallmark Hall of Fame’s The Odyssey (VHS/DVD)</i> • <i>Understanding the Elements of Poetry (VHS/DVD)</i> • <i>Great Books: The Odyssey (VHS/DVD)</i> • <i>Homer’s Mythology: Tracing a Tradition (VHS/DVD)</i> • <i>Quack Poetic Forms (VHS/DVD)</i> • Additional supplemental resources may be used at teacher’s discretion. • Additional 	<ul style="list-style-type: none"> • Tests and quizzes • Classroom discussions • Shared inquiry • Teacher generated activities • Cooperative learning activities • Oral presentations • Written responses: Reader response journals, Writing logs, Readers notebooks, Essays • Listening logs • Talk to the text

East Stroudsburg Area School District
ENGLISH 10 HONORS

	<p><u>Key Terms:</u> Allusion, speaker, dialogue, villanelle, symbolism, repetition, rhyme, imagery, sonnet, couplet, metaphor, simile, figurative language, personification, onomatopoeia, alliteration, free verse, rhythm, meter, mood, tone, hyperbole, dramatic poetry, lyric poetry, narrative poetry, blank verse, tanka, consonance, assonance, epic, ballad, haiku, poetic form, theme</p>	<p>Analyze and evaluate author's use of conflict, theme and /or point of view within and among texts.</p> <p>Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions.</p> <p>Listen with civility to the ideas of others.</p>	<p>Point of View – Non-Fiction – author's perspective or reader's perspective Fiction – narrator or speaker's perspective</p> <p>Tone – the attitude of the author toward the audience and characters</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – specific support/evidence author uses</p> <p>Assess the validity of reasoning- weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>	<p>supplemental non-fiction resources will be used in conjunction with each thematic unit to address all the non-fiction Keystone anchors by the end of the course.</p> <p>Suggestions may be found in department resource binder /electronic storage.</p>	
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East Stroudsburg Area School District
English 10 Basic

Unit: Vocabulary

Unit Essential Questions:

*Why is vocabulary development important?

*How does the depth of a student's vocabulary contribute to the student's ability to read, write, listen, and speak more effectively?

Pennsylvania Common Core Standard(s): (See Appendix A)
CC.1.2.9-10.K

Connecting to Common Core and Other Standards:

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East Stroudsburg Area School District
English 10 Basic

Keystone Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Keystone Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
<p>See Appendix B</p> <p>L.F.1.2.1 L.F. 1.2.2 L.F.1.2.3 L.F.1.2.4 L.N. 1.2.1 L.N. 1.2.2 L.N.1.2.3 L.N. 1.2.4</p> <p>Anchor Descriptor See Appendix B</p> <p>L.F.1.2 L.N. 1.2</p>	<p>1. Improving Vocabulary (Minimum of 8 Chapters)</p> <p>2. Vocabulary from the given Literary Texts.</p> <p>Concepts:</p> <ul style="list-style-type: none"> Acquiring and applying a robust vocabulary assists in constructing meaning 	<ul style="list-style-type: none"> Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations. Analyze the context of literal, figurative, and idiomatic vocabulary to clarify meaning. Generalize the use of academic vocabulary across disciplines. Use grade appropriate resources to confirm and extend meaning of vocabulary. 	<ul style="list-style-type: none"> Categorize--label/sort Construct--create/form Differentiate--discern Apply concepts—relate/utilize 	<p><i>Improving Vocabulary Townsend Press</i></p> <p>Texts listed in thematic literature units</p> <p>Additional supplemental resources may be used at teacher's discretion.</p>	<ul style="list-style-type: none"> Writing applications Supplemental worksheets Teacher generated activities Hands-on activities Improving Vocabulary Exercises

East Stroudsburg Area School District
English 10 CP

Unit: Vocabulary

Unit Essential Questions:

*Why is vocabulary development important?

*How does the depth of a student's vocabulary contribute to the student's ability to read, write, listen, and speak more effectively?

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CC.1.2.9-10.K

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Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Math and Language Arts specifics found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx
Generic Information found at <http://www.esasd.net/esl>
To-dos resources found at www.todos-math.org
SAS Portal ELL Overlay found at <http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx>
Prentice Hall Audio CD Pack, available United Streaming Videos/internet downloads, translated e-text, building level ELL teacher, teacher adapted/alternative assignments and assessments.

Enrichment: Teacher and student driven research/materials
SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

IEP/GIEP: Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments, classroom instructional aid, and collaboration with student's case manager.

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Keystone Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Keystone Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
<p>See Appendix B</p> <p>L.F.1.2.1 L.F. 1.2.2 L.F.1.2.3 L.F.1.2.4 L.N. 1.2.1 L.N. 1.2.2 L.N.1.2.3 L.N. 1.2.4</p> <p>Anchor Descriptor See Appendix B</p> <p>L.F.1.2 L.N. 1.2</p>	<p>1. Vocabulary Workshop Level E (Minimum of 8 Chapters)</p> <p>2. Vocabulary from the given Literary Texts.</p> <p>Concepts:</p> <ul style="list-style-type: none"> Acquiring and applying a robust vocabulary assists in constructing meaning 	<ul style="list-style-type: none"> Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations. Analyze the context of literal, figurative, and idiomatic vocabulary to clarify meaning. Generalize the use of academic vocabulary across disciplines. Use grade appropriate resources to confirm and extend meaning of vocabulary. 	<ul style="list-style-type: none"> Categorize--label/sort Construct--create/form Differentiate--discern Apply concepts—relate/utilize 	<p><i>Sadlier-Oxford Vocabulary Workshop, New Edition</i> (Shostak) 2005</p> <p>Texts listed in thematic literature units</p> <p>Additional supplemental resources may be used at teacher's discretion.</p>	<ul style="list-style-type: none"> Writing applications Supplemental worksheets Teacher generated activities Vocabulary Workshop test booklet Hands-on activities Vocabulary Workshop exercises

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Unit: Vocabulary

Unit Essential Questions:

*Why is vocabulary development important?

*How does the depth of a student's vocabulary contribute to the student's ability to read, write, listen, and speak more effectively?

Pennsylvania Common Core Standard(s): (See Appendix A)
CC.1.2.9-10.K

Connecting to Common Core and Other Standards:

PA Standards found at <http://www.pdesas.org/standard/views#115|773|0|0>

National Common Core found at www.corestandards.org

ISTE found at www.iste.org/standards/nets-for-students.aspx

Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Math and Language Arts specifics found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx
Generic Information found at <http://www.esasd.net/esl>
To-dos resources found at www.todos-math.org
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Keystone Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Keystone Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
<p>See Appendix B</p> <p>L.F.1.2.1 L.F. 1.2.2 L.F.1.2.3 L.F.1.2.4 L.N. 1.2.1 L.N. 1.2.2 L.N.1.2.3 L.N. 1.2.4</p> <p>Anchor Descriptor See Appendix B</p> <p>L.F.1.2 L.N. 1.2</p>	<p>1. Vocabulary Workshop Level E (Entire book)</p> <p>2. Vocabulary from the given Literary Texts.</p> <p>Concepts:</p> <ul style="list-style-type: none"> Acquiring and applying a robust vocabulary assists in constructing meaning 	<ul style="list-style-type: none"> Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations. Analyze the context of literal, figurative, and idiomatic vocabulary to clarify meaning. Generalize the use of academic vocabulary across disciplines. Use grade appropriate resources to confirm and extend meaning of vocabulary. 	<ul style="list-style-type: none"> Categorize--label/sort Construct--create/form Differentiate--discern Apply concepts—relate/utilize 	<p><i>Sadlier-Oxford Vocabulary Workshop, New Edition</i> (Shostak) 2005</p> <p>Texts listed in thematic literature units</p> <p>Additional supplemental resources may be used at teacher's discretion.</p>	<ul style="list-style-type: none"> Writing applications Supplemental worksheets Teacher generated activities Vocabulary Workshop test booklet Hands-on activities Vocabulary Workshop exercises