

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

- o Promote a process to convey thoughts, ideas, and feelings
- o 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
- o 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

- o Enhance critical thinking as applicable to the Keystone Literature test
- o 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.

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

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

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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

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IEP/GIEP: Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments,

Keystone Anchors &	Unit Concepts What students need to know	Unit Competencies What students need to be able	Keystone Content	Materials, Resources, & Instructional Activities	Assessments
Eligible Content		to do (skills): (Students will:)	Vocabulary		
N/A Anchor Descriptor N/A	English Essentials: 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) Writing & Grammar in Action: 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) Concepts: Focus, content, organization, style, and conventions work together to impact writing quality. Key Terms: Dangling modifier, misplaced modifier, semi-colons, colons, quotation marks, underline, dash, hyphen, pronoun, antecedent, verb, irregular verb	Use proper conventions to compose in the standard form of the English language (conventions). 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). Use socially and academically appropriate writing conventions in a variety of formal and informal communication.	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	English Essentials Townsend Press (copyright 2004) On-line textbook resources Writing & Grammar Communication in Action Prentice Hall Platinum Level (Copyright 2004) Additional supplemental resources may be used at teacher's discretion.	 Tests and quizzes Teacher generated activities Cooperative learning activities Written responses Peer Editing Activities

Point of View –
Non-Fiction – author's perspective
or reader's
perspective
Fiction –
narrator or speaker's
perspective
Tone – the attitude of
the author toward the
audience and
characters
Delineate – outline
Argument – author's
main position
Specific Claims –
specific
support/evidence
author uses
Assess the validity of
reasoning- weighing
the accuracy of the
support and evidence
Seminal – important
Themes/Concepts –
main idea
Domain Specific
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or reader's
perspective
Fiction –
narrator or speaker's
perspective
Tone – the attitude of
the author toward the
audience and
characters
Characters
Delineate – outline
Argument – author's
main position
Specific Claims –
specific
support/evidence author uses
author uses
Assess the validity of
reasoning- weighing
the accuracy of the
support and evidence
Seminal – important
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IEP/GIEP: Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments,

Keystone	Unit Concepts	Unit Competencies	Keystone	Materials, Resources, &	Assessments
Anchors &	What students need to know	What students need to be able	Content	Instructional Activities	
Eligible		to do (skills): (Students will:)	Vocabulary		
Content					
	1. Irregular Verbs (Chapter	Use proper conventions to	Identify – find/locate	Writing & Grammar	Tests and quizzes
N/A	22.1)	compose in the standard form		Communication in	Teacher generated
	2. Pronoun-antecedent	of the English language	Analyze – break into	Action Prentice Hall	activities
Anchor	Agreement (Chapters 23.2	(conventions).	parts/explore/examine	Platinum Level	 Cooperative
Descriptor	and 24.2)			Copyright 2004	learning activities
	3. Misplaced and Dangling	Write to create an individual	Interpret – make		Written responses
N/A	Modifiers (Chapter 25)	writing style, tone and voice	meaning	 Additional 	Peer Editing
	4. Common Usage Problems	through the use of a variety of		supplemental	Activities
	(Chapter 26.2)	sentence structures,	Evaluate – weigh the	resources may be	
	5. Semi-colons and Colons	descriptive word choices,	evidence in	used at teacher's	
	(Chapter 28.3)	literary devices and precise	comparison to the	discretion.	
	6. Quotation Marks and	language (style).	author's conclusions		
	Underlining (Chapter 28.4)	**			
	7. Dashes and Hyphens	Use socially and academically	Explicit – facts and		
	(Chapter 28.5)	appropriate writing	examples		
		conventions in a variety of	0 4 1 1		
	Concepts:	formal and informal	Synthesize – make		
	Focus, content, organization, style,	communication.	new meaning from		
	and conventions work together to impact writing quality.		the parts		
	1 3 3 ·		Inference – draw a		
	Key Terms:		conclusion based on		
	Dangling modifier, misplaced		what is found in the		
	modifier, semi-colons, colons,		text to support your		
	quotation marks, underline, dash,		assumption(s)		
	hyphen, pronoun, antecedent, verb,		-		
	irregular verb		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		

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

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.I, CC.1.3.9-10.K

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Keystone	Unit Concepts	Unit Competencies	Keystone	Materials, Resources, &	Assessments
Anchors &	What students need to know	What students need to be able	Content	Instructional Activities	
Eligible		to do (skills): (Students will:)	Vocabulary		
Content					
		Identify and evaluate essential	Identify – find/locate	 Study Island 	 Timed Writing
See	Essential content, literary elements	content between and among		 USA Test Prep 	 Open-Ended
Appendix B	and devices inform meaning.	various text types.	Analyze – break into	• CDT	Response Writing
L.F.1.1.1			parts/explore/examine	Prentice Hall	Multiple Choice
L.F.1.1.2	Textual structure, features and	Evaluate the effects of		Standardized Test	Questions
L.F.1.1.3	organization inform meaning.	inclusion and exclusion of	Interpret – make	Prep Workbook	 Formative
L.F.1.2.1		information in persuasive text.	meaning	 PSSA Reading and 	Assessments
L.F.1.2.2	Acquiring and applying a robust			Writing Grade 11	 Summative
L.F.1.2.3	vocabulary assists in constructing	Use and cite evidence from	Evaluate – weigh the	 PA Dept. of 	Assessments
L.F.1.2.4	meaning.	texts to make assertions,	evidence in	Education Online	Work Book
L.F.1.3.1		inferences, generalizations,	comparison to the	Resources	Exercises
L.F.1.3.2		and to draw conclusions.	author's conclusions	• Prentice Hall	• CDT
L.F.2.1.1				Literature Grade 10	Study Island
L.F.2.1.2		Identify the use of bias,	Explicit – facts and	Copyright 2012	• Teacher
L.F.2.2.1		stereotype, and propaganda	examples	• Grammar and	Generated
L.F.2.2.2		where present.	G .1 .1 .1	Writing	Assessments
L.F.2.2.3			Synthesize – make	Communication in	1 100 000 011101100
L.F.2.2.4		Evaluate the effectiveness of	new meaning from	Action Platinum	
L.F.2.3.1 L.F.2.3.2		the author's use of literary	the parts	Level Copyright 2004	
L.F.2.3.2 L.F.2.3.3		devices in various genres.	Inference – draw a	 Teacher Generated 	
L.F.2.3.4		Analyze and evaluate	conclusion based on	Materials	
L.F.2.3.4 L.F.2.3.5		author's/authors' use of	what is found in the	 Additional 	
L.F.2.3.6		literary elements within and	text to support your	supplemental	
L.F.2.4.1		among genres.	assumption(s)	resources may be	
L.F.2.5.1		among gemes.	ussumption(s)	used at teacher's	
L.F.2.5.2			Making Connections—	discretion.	
L.F.2.5.3		Analyze and evaluate author's	connecting one idea		
L.N.1.1.1		use of conflict, theme and /or	from the text to		
L.N.1.1.2		point of view within and	another idea in the		
L.N.1.1.3		among texts.	text and/or using		
L.N.1.1.4			prior knowledge		
L.N.1.2.1		Summarize, draw conclusions,			
L.N.1.2.2		and make generalizations from	Rhetoric- author's use		
L.N.1.2.3		a variety of mediums.	of words to		
L.N.1.2.4		-	communicate		
L.N.1.3.1					

	Keystolle Frepa		
L.N.1.3.2	Develop new and unique	Point of View –	
L.N.1.3.3	insights based on extended	Non-Fiction –	
L.N.2.1.1	understanding derived from	author's perspective	
L.N.2.1.2	critical examinations of	or reader's	
L.N.2.2.1	text(s).	perspective	
L.N.2.2.2		Fiction –	
L.N.2.2.3	Evaluate the relevance and	narrator or speaker's	
L.N.2.3.1	reliability of information,	perspective	
L.N.2.3.2	citing supportive evidence in		
L.N.2.3.3	texts.	Tone – Tone – the	
L.N.2.3.4		attitude of the author	
L.N.2.3.5	Analyze the impact of societal	toward the audience	
L.N.2.3.6	and cultural influences in	and characters	
L.N.2.4.1	texts.		
L.N.2.4.2		Delineate – outline	
L.N.2.4.3	Analyze the use of facts and		
L.N.2.4.4	opinions across texts.	Argument – author's	
L.N.2.4.5		main position	
L.N.2.5.1	Evaluate the presentation of		
L.N.2.5.2	essential and nonessential	Specific Claims –	
L.N.2.5.3	information in texts,	specific	
L.N.2.5.4	identifying the author's	support/evidence	
L.N.2.5.5	implicit or explicit bias and	author uses	
L.N.2.5.6	assumptions.		
		Assess the validity of	
Anchor	Evaluate the characteristics of	reasoning - weighing	
Descriptor	various genre (e.g. fiction and	the accuracy of the	
	nonfiction forms of narrative,	support and evidence	
See	poetry, drama and essay) to		
Appendix B	determine how the form	Seminal – important	
	relates to purpose.		
L.F.1.1		Themes/Concepts –	
L.F.1.2	Evaluate organizational	main idea	
L.F.1.3	features of text (e.g. sequence,	D . G	
L.F.2.1	question/answer,	Domain Specific	
L.F.2.2	comparison/contrast,	Language –content	
L.F.2.3	cause/effect,	area language	
L.F.2.4	problem/solution) as related to		
L.F.2.5	content to clarify and enhance		
L.N.1.1	meaning.		
L.N.1.2			

L.N.1.3	Evaluate the use of graphics in	1	
L.N.2.1	text as they clarify and		
L.N.2.2	enhance meaning.		
L.N.2.3	cimance meaning.		
L.N.2.4	Articulate connections		
L.N.2.5			
L.N.2.3	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		
		,	
	Use grade appropriate resources to confirm and extend meaning of vocabulary	7.	

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?

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Eligible		to do (skills): (Students will:)	Vocabulary		
Content					
	•Response to Literature	Write at least 4 multi-	Identify – find/locate	• Writing & Grammar	 Essays
N/A	Prentice Hall Writing and	paragraph essays that include:		Communication in	 Writing Prompts
	Grammar Platinum Level	introduction and conclusion	Analyze – break into	Action Prentice Hall	Teacher generated
Anchor	Chapter 13	with 5 or more sentences	parts/explore/examine	Platinum Level	prompts
Descriptor	Teacher generated prompts	•body paragraphs with 10 or		Copyright 2004	
	•Cause and Effect	more sentences	Interpret – make	Teacher generated	
N/A	Prentice Hall Writing and		meaning	prompts	
	Grammar Platinum Level	Write with a sharp, distinct		Released items from	
	Chapter 10	focus (e.g. sharp controlling	Evaluate – weigh the	SAS Portal/PDE	
	Teacher generated prompts	point), identifying topic,	evidence in	Supplemental teacher	
	•Compare and Contrast	purpose and audience (focus).	comparison to the	resources	
	Prentice Hall Writing and		author's conclusions	MLA Format &	
	Grammar Platinum Level	Write to create an individual		Plagiarism	
	Chapter 9	writing style, tone and voice	Explicit – facts and	Additional	
	Teacher generated prompts	through the use of a variety of	examples	supplemental	
	•Persuasive	sentence structures,		resources may be	
	Prentice Hall Writing and	descriptive word choices,	Synthesize – make	used at teacher's	
	Grammar Platinum Level	literary devices and precise	new meaning from	discretion.	
	Chapter 7	language (style).	the parts		
	Teacher generated prompts				
	Use of Propaganda Techniques	Use proper conventions to	Inference – draw a		
	and Persuasive Tactics	compose in the standard form	conclusion based on		
	•Research	of the English language	what is found in the		
	Prentice Hall Writing and	(conventions).	text to support your		
	Grammar Platinum Level		assumption(s)		
	Chapter 12	Use socially and academically			
	Teacher generated prompts	appropriate writing	Making Connections-		
	•Timed Writing	conventions in a variety of	connecting one idea		
	Prentice Hall Writing and	formal and informal	from the text to		
	Grammar Platinum Level	communication.	another idea in the		
	Chapters 7,9,10,13 based on teacher		text and/or using		
	discretion AND/OR teacher	Develop topic-specific content	prior knowledge		
	generated prompts	that effectively and fully			
		explains and supports the	Rhetoric- author's use		
	Concepts:	work by using details, facts,	of words to		
	Focus, content, organization, style,	research, and/or examples	communicate		
	and conventions work together to	(content).			

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

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

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

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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,

Keystone	Unit Concepts	Unit Competencies	Keystone	Materials, Resources, &	Assessments
Anchors &	What students need to know	What students need to be able	Content	Instructional Activities	
Eligible		to do (skills): (Students will:)	Vocabulary		
Content					
	•Response to Literature	Write at least 4 multi-	Identify – find/locate	Writing & Grammar	 Essays
N/A	Prentice Hall Writing and	paragraph essays that include:		Communication in	 Writing Prompts
	Grammar Platinum Level	•introduction and conclusion	Analyze – break into	Action Prentice Hall	Teacher generated
Anchor	Chapter 13	with 6 or more sentences	parts/explore/examine	Platinum Level	prompts
Descriptor	Teacher generated prompts	•body paragraphs with 11 or		Copyright 2004	
	•Cause and Effect	more sentences	Interpret – make	Teacher generated	
N/A	Prentice Hall Writing and		meaning	prompts	
	Grammar Platinum Level	Write with a sharp, distinct		Released items from	
	Chapter 10	focus (e.g. sharp controlling	Evaluate – weigh the	SAS Portal/PDE	
	Teacher generated prompts	point), identifying topic,	evidence in	Supplemental teacher	
	•Compare and Contrast	purpose and audience (focus).	comparison to the	resources	
	Prentice Hall Writing and		author's conclusions	MLA Format &	
	Grammar Platinum Level	Write to create an individual		Plagiarism	
	Chapter 9	writing style, tone and voice	Explicit – facts and	Additional	
	Teacher generated prompts	through the use of a variety of	examples	supplemental	
	•Persuasive	sentence structures,		resources may be	
	Prentice Hall Writing and	descriptive word choices,	Synthesize – make	used at teacher's	
	Grammar Platinum Level	literary devices and precise	new meaning from	discretion.	
	Chapter 7	language (style).	the parts		
	Teacher generated prompts				
	Use of Propaganda Techniques	Use proper conventions to	Inference – draw a		
	and Persuasive Tactics	compose in the standard form	conclusion based on		
	•Research	of the English language	what is found in the		
	Prentice Hall Writing and	(conventions).	text to support your		
	Grammar Platinum Level		assumption(s)		
	Chapter 12	Use socially and academically			
	Teacher generated prompts	appropriate writing	Making Connections-		
	•Timed Writing	conventions in a variety of	connecting one idea		
	Prentice Hall Writing and	formal and informal	from the text to		
	Grammar Platinum Level	communication.	another idea in the		
	Chapters 7,9,10,13 based on teacher		text and/or using		
	discretion AND/OR teacher	Develop topic-specific content	prior knowledge		
	generated prompts	that effectively and fully			
		explains and supports the	Rhetoric- author's use		
	Concepts:	work by using details, facts,	of words to		
	Focus, content, organization, style,	research, and/or examples	communicate		
	and conventions work together to	(content).			

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

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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Keystone	Unit Concepts	Unit Competencies	Keystone	Materials, Resources, &	Assessments
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Eligible		to do (skills): (Students will:)	Vocabulary		
Content					
	•Response to Literature	Write at least 4 multi-	Identify – find/locate	Writing & Grammar	 Essays
N/A	Prentice Hall Writing and	paragraph essays that include:		Communication in	Writing Prompts
	Grammar Platinum Level	•introduction and conclusion	Analyze – break into	Action Prentice Hall	Teacher generated
Anchor	Chapter 13	with 7 or more sentences	parts/explore/examine	Platinum Level	prompts
Descriptor	Teacher generated prompts	•body paragraphs with 12 or		Copyright 2004	
	•Cause and Effect	more sentences	Interpret – make	Teacher generated	
N/A	Prentice Hall Writing and		meaning	prompts	
	Grammar Platinum Level	Write with a sharp, distinct		Released items from	
	Chapter 10	focus (e.g. sharp controlling	Evaluate – weigh the	SAS Portal/PDE	
	Teacher generated prompts	point), identifying topic,	evidence in	Supplemental teacher	
	•Compare and Contrast	purpose and audience (focus).	comparison to the	resources	
	Prentice Hall Writing and		author's conclusions	MLA Format &	
	Grammar Platinum Level	Write to create an individual		Plagiarism	
	Chapter 9	writing style, tone and voice	Explicit – facts and	Additional	
	Teacher generated prompts	through the use of a variety of	examples	supplemental	
	•Persuasive	sentence structures,		resources may be	
	Prentice Hall Writing and	descriptive word choices,	Synthesize – make	used at teacher's	
	Grammar Platinum Level	literary devices and precise	new meaning from	discretion.	
	Chapter 7	language (style).	the parts	200000000000000000000000000000000000000	
	Teacher generated prompts				
	Use of Propaganda Techniques	Use proper conventions to	Inference – draw a		
	and Persuasive Tactics	compose in the standard form	conclusion based on		
	•Research	of the English language	what is found in the		
	Prentice Hall Writing and	(conventions).	text to support your		
	Grammar Platinum Level		assumption(s)		
	Chapter 12	Use socially and academically			
	Teacher generated prompts	appropriate writing	Making Connections-		
	•Timed Writing	conventions in a variety of	connecting one idea		
	Prentice Hall Writing and	formal and informal	from the text to		
	Grammar Platinum Level	communication.	another idea in the		
	Chapters 7,9,10,13 based on teacher		text and/or using		
	discretion AND/OR teacher	Develop topic-specific content	prior knowledge		
	generated prompts	that effectively and fully			
		explains and supports the	Rhetoric- author's use		
	Concepts:	work by using details, facts,	of words to		
	Focus, content, organization, style,	research, and/or examples	communicate		
	and conventions work together to	(content).			

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

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

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** 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.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.pde.sas.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,

Keystone Anchors &	Unit Concepts What students need to know	Unit Competencies What students need to be able	Keystone Content	Materials, Resources, & Instructional Activities	Assessments
Eligible	what students need to know	to do (skills): (Students will:)	Vocabulary	Instructional Activities	
Content		to do (skins). (Students win.)	v ocabulal y		
See	1. Novel	Identify and evaluate essential	Identify – find/locate	Fahrenheit	Tests and quizzes
Appendix B	Fahrenheit 451	content between and among		451(novel)	Classroom
11	2. Fiction	various text types.	Analyze – break into	,	discussions
L.F.1.1.1	"There Will Come Soft Rains"		parts/explore/examine	Prentice Hall	Shared inquiry
L.F.1.1.2	"The Leap"	Use and cite evidence from		Literature grade 10	Teacher generated
L.F.1.1.3	•	texts to make assertions,	Interpret – make	Copyright 2012	activities
L.F.1.2.3	3. Non-Fiction	inferences, generalizations,	meaning	1,7 &	Cooperative
L.F.2.1.1	"Marian Anderson, Famous	and to draw conclusions.		The Mystery of Edgar	learning activities
L.F.2.1.2	Concert Singer"		Evaluate – weigh the	Allan Poe	Oral presentations
L.F.2.2.1	from Angela's Ashes	Evaluate the effectiveness of	evidence in	(DVD/VHS)	Written
L.F.2.2.2		the author's use of literary	comparison to the	, ,	responses:
L.F.2.3.2	Concepts:	devices in various genres.	author's conclusions	Ray Bradbury: An	Reader response
L.F.2.4.1	Essential content, literary elements			American Icon	journals,
L.N.1.1.1	and devices inform meaning.	Analyze and evaluate author's	Explicit – facts and	(DVD/VHS)	Writing logs,
L.N.1.1.2		use of literary elements within	examples	, ,	Readers'
L.N.1.1.3	Textual structure features and	and among genres.		• The Monkey's Paw	notebooks,
L.N. 1.2.3	organization inform meaning.		Synthesize – make	(DVD/VHS)	Essays
L.N. 2.1.1		Summarize, draw conclusions,	new meaning from		Listening logs
L.N. 2.1.2	Informational sources have unique	and make generalizations from	the parts	• Fahrenheit 451	• Talk to the text
L.N. 2.2.1	purposes.	a variety of mediums.	T C 1	(DVD/VHS)	- Tunk to the text
L.N. 2.2.2	T7 (D)		Inference – draw a		
L.N. 2.3.2	Key Terms:	Develop new and unique	conclusion based on	• Universal Themes in	
L.N. 2.4.1	Characterization, climax, conflict,	insights based on extended	what is found in the	Literature	
L.N. 2.5.4	connotation, dialogue, exposition, falling action, fiction, novel,	understanding derived from critical examinations of	text to support your assumption(s)	(DVD/VHS)	
Anchor	foreshadowing, genre, irony,	text(s).	accompandition(b)		
Descriptor	paraphrase, plot, point of view,	tene(s).	Making Connections—	Quack Literary	
See	resolution, setting, symbolism,	Evaluate the relevance and	connecting one idea	Devices (DVD/VHS)	
Appendix B	theme	reliability of information,	from the text to		
rr		citing supportive evidence in	another idea in the	Additional	
L.F.1.1		texts.	text and/or using	supplemental	
L.F.1.2			prior knowledge	resources may be	
L.F.2.1		Analyze the impact of societal		used at teacher's	
L.F.2.2		and cultural influences in	Rhetoric- author's use	discretion.	
L.F.2.3		texts.	of words to	A 1111	
L.F.2.4			communicate	Additional	
L.N.1.1				supplemental non-	

L.N. 1.2 L.N. 2.1 L.N. 2.2	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.	Point of View – Non-Fiction – author's perspective or reader's perspective Fiction – narrator or speaker's perspective Tone – the attitude of the author toward the audience and characters	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.	
		Delineate – outline Argument – author's main position Specific Claims – specific support/evidence author uses		
		Assess the validity of reasoning- weighing the accuracy of the support and evidence Seminal – important		
		Themes/Concepts – main idea Domain Specific Language –content area language		

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?

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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.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.pde.sas.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,

Keystone	Unit Concepts	Unit Competencies	Keystone	Materials, Resources, &	Assessments
Anchors &	What students need to know	What students need to be able	Content	Instructional Activities	
Eligible		to do (skills): (Students will:)	Vocabulary		
Content					
See	1. Novel	Identify and evaluate essential	Identify – find/locate	 Fahrenheit 	Tests and quizzes
Appendix B	Fahrenheit 451	content between and among		<i>451</i> (novel)	• Classroom
	2. Fiction	various text types.	Analyze – break into		discussions
L.F.1.1.1	"There Will Come Soft Rains"		parts/explore/examine	Prentice Hall	 Shared inquiry
L.F.1.1.2	"The Leap"	Use and cite evidence from		Literature grade 10	Teacher generated
L.F.1.1.3	"The Monkey's Paw"	texts to make assertions,	Interpret – make	Copyright 2012	activities
L.F.1.2.3	3. Non-Fiction	inferences, generalizations,	meaning		 Cooperative
L.F.2.1.1	"Marian Anderson, Famous	and to draw conclusions.		• The Mystery of Edgar	learning activities
L.F.2.1.2	Concert Singer"		Evaluate – weigh the	Allan Poe	 Oral presentations
L.F.2.2.1	from Angela's Ashes	Evaluate the effectiveness of	evidence in	(DVD/VHS)	• Written
L.F.2.2.2	"Editorials on the Anniversary	the author's use of literary	comparison to the		responses:
L.F.2.3.2	of the Fall of Berlin Wall"	devices in various genres.	author's conclusions	• Ray Bradbury: An	Reader response
L.F.2.4.1				American Icon	journals,
L.N.1.1.1	Concepts:	Analyze and evaluate author's	Explicit – facts and	(DVD/VHS)	Writing logs,
L.N.1.1.2	Essential content, literary elements	use of literary elements within	examples		Readers'
L.N.1.1.3	and devices inform meaning.	and among genres.	C 41 ' 1	• The Monkey's Paw	notebooks,
L.N. 1.2.3			Synthesize – make	(DVD/VHS)	Essays
L.N. 2.1.1	Textual structure features and	Summarize, draw conclusions,	new meaning from		 Listening logs
L.N. 2.1.2	organization inform meaning.	and make generalizations from	the parts	• Fahrenheit 451	Talk to the text
L.N. 2.2.1	Informational common house unions	a variety of mediums.	Información duomico	(DVD/VHS)	
L.N. 2.2.2	Informational sources have unique	Davidan nam and misma	Inference – draw a conclusion based on		
L.N. 2.3.2	purposes.	Develop new and unique		• Universal Themes in	
L.N. 2.4.1	Voy Towns	insights based on extended	what is found in the	Literature	
L.N. 2.5.4	Key Terms:	understanding derived from critical examinations of	text to support your	(DVD/VHS)	
Anchor	Characterization, climax, conflict,		assumption(s)		
	connotation, dialogue, exposition, falling action, fiction, novel,	text(s).	Making Connections—	Quack Literary	
Descriptor See	foreshadowing, genre, irony,	Evaluate the relevance and	connecting one idea	Devices (DVD/VHS)	
Appendix B	paraphrase, plot, point of view,	reliability of information,	from the text to		
Appendix B	resolution, setting, symbolism,	citing supportive evidence in	another idea in the	Additional	
L.F.1.1	theme	texts.	text and/or using	supplemental	
L.F.1.1 L.F.1.2	uicine	icais.	prior knowledge	resources may be	
L.F.2.1		Analyze the impact of societal	prior knowledge	used at teacher's	
L.F.2.2		and cultural influences in	Rhetoric- author's use	discretion.	
L.F.2.3		texts.	of words to		
L.F.2.4		was.	communicate	Additional	
L.N.1.1			Communicate	supplemental non-	
L.IN.1.1					

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

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.K.

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IEP/GIEP: Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments,

Keystone	Unit Concepts	Unit Competencies	Keystone	Materials, Resources, &	Assessments
Anchors &	What students need to know	What students need to be able	Content	Instructional Activities	
Eligible		to do (skills): (Students will:)	Vocabulary		
Content					
See	1. Novel	Identify and evaluate essential	Identify – find/locate	 Fahrenheit 	 Tests and quizzes
Appendix B	Fahrenheit 451	content between and among		<i>451</i> (novel)	 Classroom
	2. Fiction	various text types.	Analyze – break into		discussions
L.F.1.1.1	"There Will Come Soft Rains"		parts/explore/examine	Prentice Hall	 Shared inquiry
L.F.1.1.2	"The Leap"	Use and cite evidence from		Literature grade 10	 Teacher generated
L.F.1.1.3	"The Masque of the Red Death"	texts to make assertions,	Interpret – make	Copyright 2012	activities
L.F.1.2.3	"The Monkey's Paw"	inferences, generalizations,	meaning		 Cooperative
L.F.2.1.1	3. Non-Fiction	and to draw conclusions.		• The Mystery of Edgar	learning activities
L.F.2.1.2	"Marian Anderson, Famous		Evaluate – weigh the	Allan Poe	 Oral presentations
L.F.2.2.1	Concert Singer"	Evaluate the effectiveness of	evidence in	(DVD/VHS)	• Written
L.F.2.2.2	from Angela's Ashes	the author's use of literary	comparison to the		responses:
L.F.2.3.2	"Editorials on the Anniversary	devices in various genres.	author's conclusions	Ray Bradbury: An	Reader response
L.F.2.4.1	of the Fall of Berlin Wall"			American Icon	journals,
L.N.1.1.1	"Holocaust"	Analyze and evaluate author's	Explicit – facts and	(DVD/VHS)	Writing logs,
L.N.1.1.2		use of literary elements within	examples		Readers
L.N.1.1.3	Concepts:	and among genres.	0 4 1 1	• The Monkey's Paw	notebooks,
L.N. 1.2.3	Essential content, literary elements		Synthesize – make	(DVD/VHS)	Essays
L.N. 2.1.1	and devices inform meaning.	Summarize, draw conclusions,	new meaning from		 Listening logs
L.N. 2.1.2	Tautual atmostrate factores and	and make generalizations from	the parts	• Fahrenheit 451	Talk to the text
L.N. 2.2.1	Textual structure features and	a variety of mediums.	Información duomico	(DVD/VHS)	
L.N. 2.2.2	organization inform meaning.	Davidan nam and misma	Inference – draw a		
L.N. 2.3.2	T. C	Develop new and unique	conclusion based on	• Universal Themes in	
L.N. 2.4.1	Informational sources have unique	insights based on extended	what is found in the	Literature	
L.N. 2.5.4	purposes.	understanding derived from	text to support your	(DVD/VHS)	
A1	V T	critical examinations of	assumption(s)		
Anchor	Key Terms:	text(s).	Molsing Commentions	Quack Literary	
Descriptor	Characterization, climax, conflict,	Evaluate the relevance and	Making Connections—	Devices (DVD/VHS)	
See	connotation, dialogue, exposition,		connecting one idea from the text to		
Appendix B	falling action, fiction, novel,	reliability of information,		Additional	
L.F.1.1	foreshadowing, genre, irony,	citing supportive evidence in	another idea in the	supplemental	
L.F.1.1 L.F.1.2	paraphrase, plot, point of view,	texts.	text and/or using prior knowledge	resources may be	
L.F.1.2 L.F.2.1	resolution, setting, symbolism, theme	Analyze the impact of societal	prior knowledge	used at teacher's	
L.F.2.1 L.F.2.2	uiene	and cultural influences in	Rhetoric- author's use	discretion.	
L.F.2.2 L.F.2.3			of words to		
L.F.2.3 L.F.2.4		texts.	communicate	Additional	
L.F.2.4 L.N.1.1			Communicate	supplemental non-	
L.IN.1.1				1.1	

L.N. 1.2	Evaluate organizati	onal Point of View –	fiction resources will	
L.N. 2.1	features of text (e.g		be used in	
L.N. 2.1 L.N. 2.2	question/answer,	author's perspective	conjunction with	
L.IN. 2.2			each thematic unit to	
	comparison/contras		address all the non-	
	cause/effect, and	perspective		
	problem/solution) a		fiction Keystone	
	content to clarify an	_	anchors by the end of	
	meaning.	perspective	the course.	
			Suggestions may be	
		Tone – the attitude of	found in department	
		the author toward the	resource binder	
		audience and	/electronic storage.	
		characters		
		D 1: (1)		
		Delineate – outline		
		A warrant anthon's		
		Argument – author's		
		main position		
		Specific Claims		
		Specific Claims –		
		specific		
		support/evidence author uses		
		author uses		
		A		
		Assess the validity of		
		reasoning- weighing		
		the accuracy of the		
		support and evidence		
		Comingl immentant		
		Seminal – important		
		Themes/Concepts –		
		main idea		
		mani idea		
		Domain Specific		
		_		
		Language –content		
		area language		

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?

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*How much do first impressions influence opinions of people?

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Anchors &	What students need to know	What students need to be able	Content	Instructional Activities	
Eligible		to do (skills): (Students will:)	Vocabulary		
Content	1 5	T1 .:C 1 1	T1 .'C C' 1/1		
See	1. Drama	Identify and evaluate essential	Identify – find/locate	Prentice Hall	Tests and quizzes
Appendix B	The Tragedy of Julius Caesar	content between and among	A m a lauma	Literature grade 10	• Classroom
L.F.1.1.1	Or	various text types.	Analyze – break into	Copyright 2012	discussions
L.F.1.1.1 L.F.1.1.2	The Taming of the Shrew	Use and cite evidence from	parts/explore/examine	(Julius Caesar)	• Shared inquiry
L.F.1.1.2 L.F.1.1.3	2. Non-Fiction	texts to make assertions,	Interpret make	• The Taming of the	Teacher generated
L.F.1.2.3	Hold Fast Your Dreams-And	inferences, generalizations,	Interpret – make meaning	Shrew (text)	activities
L.F.1.2.4	Trust Your Mistakes	and to draw conclusions.	ineaning		• Cooperative
L.F. 1.3.1	Trust Tour Witstakes	and to draw conclusions.	Evaluate – weigh the	• Julius Caesar	learning activities
L.F.2.1.1	Concepts:	Summarize, draw conclusions,	evidence in	(movie)	 Oral presentations
L.F.2.1.2	Essential content, literary elements	and make generalizations from	comparison to the		• Written
L.F.2.2.1	and devices inform meaning.	a variety of mediums.	author's conclusions	• The Taming of the	responses:
L.F.2.2.3	and devices inform meaning.	a variety of mediums.	dutifor 5 conclusions	Shrew (movie)	Reader response
L.F.2.2.4	Textual structure features and	Develop new and unique	Explicit – facts and	- 10 Tl: 111 (journals,
L.F.2.3.2	organization inform meaning.	insights based on extended	examples	• 10 Things I Hate	Writing logs,
L.F.2.3.3	0.8	understanding derived from	• · · · · · · · · · · · · · · · · · · ·	about You (movie)	Readers
L.F.2.4.1	Informational sources have unique	critical examinations of	Synthesize – make	Complement Description	notebooks,
L.F.2.5.1	purposes.	text(s).	new meaning from	• Standard Deviants (VHS/DVD	Essays
L.F.2.5.2		, ,	the parts	(VHS/DVD	• Listening logs
L.F.2.5.3	Active listening facilitates learning	Evaluate the relevance and	•	Introduction to	• Talk to the text
L.N.1.1.1	and communication.	reliability of information,	Inference – draw a	Shakespeare	
L.N.1.1.2		citing supportive evidence in	conclusion based on	(VHS/DVD)	
L.N.1.1.3	Purpose, context and audience	texts.	what is found in the	(VIIS/DVD)	
L.N. 1.2.3	influence the content and delivery		text to support your	• What is Tragedy?	
L.N. 2.1.1	in speaking situations.	Analyze the impact of societal	assumption(s)	(VHS/DVD)	
L.N. 2.1.2		and cultural influences in		(1115/12 112)	
L.N. 2.2.2	Key Terms:	texts.	Making Connections—	The Rise/Fall of the	
L.N. 2.3.2	Aside, couplet, iambic pentameter,		connecting one idea	Roman Empire	
L.N. 2.4.1	foil, monologue, soliloquy, tragedy,	Evaluate organizational	from the text to	(VHS/DVD)	
	comedy, tragic flaw, tragic hero,	features of text (e.g. sequence,	another idea in the	(115/2 12)	
Anchor	hyperbole, characterization, climax,	question/answer,	text and/or using	Additional	
Descriptor	conflict, connotation, dialogue,	comparison/contrast,	prior knowledge	supplemental	
See	exposition, falling action,	cause/effect, and	Di di di di	resources may be	
Appendix B	foreshadowing, genre, irony,	problem/solution) as related to	Rhetoric- author's use	used at teacher's	
1 17 1 1	paraphrase, plot, resolution, setting,	content to clarify and enhance	of words to	discretion.	
L.F.1.1	symbolism, theme, pun, imagery,	meaning.	communicate		
L.F.1.2	allusion, act, scene, stage directions				

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	Identify the use of bias, stereotype, and propaganda where present. Analyze and evaluate author's use of conflict, theme and /or point of view within and among texts. Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions. Listen with civility to the ideas of others.	Point of View – Non-Fiction – author's perspective or reader's perspective Fiction – narrator or speaker's perspective Tone – the attitude of the author toward the audience and characters Delineate – outline Argument – author's main position Specific Claims – specific support/evidence author uses Assess the validity of reasoning- weighing the accuracy of the support and evidence Seminal – important Themes/Concepts – main idea Domain Specific Language –content	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.
		Domain Specific Language –content area language	

Unit TWO: PERCEPTION THROUGH EXPERIENCES

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Eligible		to do (skills): (Students will:)	Vocabulary		
Content					
See	1. Drama	Identify and evaluate essential	Identify – find/locate	Prentice Hall	 Tests and quizzes
Appendix B	The Tragedy of Julius Caesar	content between and among		Literature grade 10	 Classroom
T D 1 1 1	or	various text types.	Analyze – break into	Copyright 2012	discussions
L.F.1.1.1	The Taming of the Shrew	TY 1	parts/explore/examine	(Julius Caesar)	 Shared inquiry
L.F.1.1.2	2 Niss Fields	Use and cite evidence from	Tuta manufactural	• The Taming of the	• Teacher generated
L.F.1.1.3	2. Non-Fiction	texts to make assertions,	Interpret – make	Shrew (text)	activities
L.F.1.2.3	Hold Fast Your Dreams-And	inferences, generalizations,	meaning		 Cooperative
L.F.1.2.4	Trust Your Mistakes	and to draw conclusions.	Evaluata vasialatlas	• Julius Caesar	learning activities
L.F. 1.3.1 L.F.2.1.1	Concepts:	Summarize, draw conclusions,	Evaluate – weigh the evidence in	(movie)	 Oral presentations
L.F.2.1.1 L.F.2.1.2	Essential content, literary elements	and make generalizations from			• Written
L.F.2.1.2 L.F.2.2.1	and devices inform meaning.	a variety of mediums.	comparison to the author's conclusions	• The Taming of the	responses:
L.F.2.2.1 L.F.2.2.3	and devices inform meaning.	a variety of mediums.	author 8 conclusions	Shrew (movie)	Reader response
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L.F.2.5.1	purposes.	text(s).	new meaning from	Standard Deviants A HIG (DVD)	Essays
L.F.2.5.2	For		the parts	(VHS/DVD)	 Listening logs
L.F.2.5.3	Active listening facilitates learning	Evaluate the relevance and		- 1	• Talk to the text
L.N.1.1.1	and communication.	reliability of information,	Inference – draw a	• Introduction to	
L.N.1.1.2		citing supportive evidence in	conclusion based on	Shakespeare	
L.N.1.1.3	Purpose, context and audience	texts.	what is found in the	(VHS/DVD)	
L.N. 1.2.3	influence the content and delivery		text to support your	• What is Tragedy?	
L.N. 2.1.1	in speaking situations.	Analyze the impact of societal	assumption(s)	(VHS/DVD)	
L.N. 2.1.2		and cultural influences in		(*115/2*2)	
L.N. 2.2.2	Key Terms:	texts.	Making Connections-	The Rise/Fall of the	
L.N. 2.3.2	Aside, couplet, iambic pentameter,		connecting one idea	Roman Empire	
L.N. 2.4.1	foil, monologue, soliloquy, tragedy,	Evaluate organizational	from the text to	(VHS/DVD)	
	comedy, tragic flaw, tragic hero,	features of text (e.g. sequence,	another idea in the	(*115/2 *12)	
Anchor	hyperbole, characterization, climax,	question/answer,	text and/or using	Additional	
Descriptor	conflict, connotation, dialogue,	comparison/contrast,	prior knowledge	supplemental	
See	exposition, falling action,	cause/effect, and	Di di di di	resources may be	
Appendix B	foreshadowing, genre, irony,	problem/solution) as related to	Rhetoric- author's use	used at teacher's	
1 E 1 1	paraphrase, plot, resolution, setting,	content to clarify and enhance	of words to	discretion.	
L.F.1.1	symbolism, theme, pun, imagery,	meaning.	communicate		
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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	Identify the use of bias, stereotype, and propaganda where present. Analyze and evaluate author's use of conflict, theme and /or point of view within and among texts. Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions. Listen with civility to the ideas of others.	Point of View – Non-Fiction – author's perspective or reader's perspective Fiction – narrator or speaker's perspective Tone – the attitude of the author toward the audience and characters Delineate – outline Argument – author's main position Specific Claims – specific support/evidence author uses Assess the validity of reasoning- weighing the accuracy of the support and evidence Seminal – important Themes/Concepts – main idea Domain Specific Language –content	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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T D 1 1 1	or	various text types.	Analyze – break into	Copyright 2012	discussions
L.F.1.1.1	The Taming of the Shrew	TY 1	parts/explore/examine	(Julius Caesar)	 Shared inquiry
L.F.1.1.2	2 Niss Fields	Use and cite evidence from	Tuta manufactural	• The Taming of the	• Teacher generated
L.F.1.1.3	2. Non-Fiction	texts to make assertions,	Interpret – make	Shrew (text)	activities
L.F.1.2.3	Hold Fast Your Dreams-And	inferences, generalizations,	meaning		 Cooperative
L.F.1.2.4	Trust Your Mistakes	and to draw conclusions.	Evaluata vasialatlas	• Julius Caesar	learning activities
L.F. 1.3.1 L.F.2.1.1	Concepts:	Summarize, draw conclusions,	Evaluate – weigh the evidence in	(movie)	 Oral presentations
L.F.2.1.1 L.F.2.1.2	Essential content, literary elements	and make generalizations from			• Written
L.F.2.1.2 L.F.2.2.1	and devices inform meaning.	a variety of mediums.	comparison to the author's conclusions	• The Taming of the	responses:
L.F.2.2.1 L.F.2.2.3	and devices inform meaning.	a variety of mediums.	author 8 conclusions	Shrew (movie)	Reader response
L.F.2.2.4	Textual structure features and	Develop new and unique	Explicit – facts and		journals,
L.F.2.3.2	organization inform meaning.	insights based on extended	examples	• 10 Things I Hate	Writing logs,
L.F.2.3.3	organization inform meaning.	understanding derived from	Cxamples	about You (movie)	Readers
L.F.2.4.1	Informational sources have unique	critical examinations of	Synthesize – make		notebooks,
L.F.2.5.1	purposes.	text(s).	new meaning from	Standard Deviants A HIG (DVD)	Essays
L.F.2.5.2	For		the parts	(VHS/DVD)	 Listening logs
L.F.2.5.3	Active listening facilitates learning	Evaluate the relevance and		- 1	• Talk to the text
L.N.1.1.1	and communication.	reliability of information,	Inference – draw a	• Introduction to	
L.N.1.1.2		citing supportive evidence in	conclusion based on	Shakespeare	
L.N.1.1.3	Purpose, context and audience	texts.	what is found in the	(VHS/DVD)	
L.N. 1.2.3	influence the content and delivery		text to support your	• What is Tragedy?	
L.N. 2.1.1	in speaking situations.	Analyze the impact of societal	assumption(s)	(VHS/DVD)	
L.N. 2.1.2		and cultural influences in		(*115/2*2)	
L.N. 2.2.2	Key Terms:	texts.	Making Connections-	The Rise/Fall of the	
L.N. 2.3.2	Aside, couplet, iambic pentameter,		connecting one idea	Roman Empire	
L.N. 2.4.1	foil, monologue, soliloquy, tragedy,	Evaluate organizational	from the text to	(VHS/DVD)	
	comedy, tragic flaw, tragic hero,	features of text (e.g. sequence,	another idea in the	(*115/2 *12)	
Anchor	hyperbole, characterization, climax,	question/answer,	text and/or using	Additional	
Descriptor	conflict, connotation, dialogue,	comparison/contrast,	prior knowledge	supplemental	
See	exposition, falling action,	cause/effect, and	Di di di di	resources may be	
Appendix B	foreshadowing, genre, irony,	problem/solution) as related to	Rhetoric- author's use	used at teacher's	
1 E 1 1	paraphrase, plot, resolution, setting,	content to clarify and enhance	of words to	discretion.	
L.F.1.1	symbolism, theme, pun, imagery,	meaning.	communicate		
L.F.1.2	allusion, act, scene, stage directions				

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	Stown William A us po ar Exp sp ar	dentify the use of bias, tereotype, and propaganda where present. Analyze and evaluate author's use of conflict, theme and /or point of view within and among texts. Evaluate and respond to the peaker's message by analyzing and synthesizing information, ideas, and	Point of View – Non-Fiction – author's perspective or reader's perspective Fiction – narrator or speaker's perspective Tone – the attitude of the author toward the audience and characters	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
	Li	cisten with civility to the deas of others.	Delineate – outline Argument – author's main position Specific Claims – specific support/evidence author uses Assess the validity of reasoning- weighing the accuracy of the support and evidence Seminal – important Themes/Concepts – main idea Domain Specific Language –content area language	/electronic storage.

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?

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

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.pde.sas.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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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,

Keystone Anchors &	Unit Concepts What students need to know	Unit Competencies What students need to be able	Keystone Content	Materials, Resources, & Instructional Activities	Assessments
Eligible	what students need to know	to do (skills): (Students will:)	Vocabulary	instructional Activities	
	1. Antigone 2. Classical Mythology Gods, Creation and the Earliest Heroes Concepts: Essential content, literary elements and devices inform meaning. Textual structure features and organization inform meaning. Informational sources have unique	to do (skills): (Students will:) Identify and evaluate essential content between and among various text types. Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions. Summarize, draw conclusions, and make generalizations from a variety of mediums. Develop new and unique	Vocabulary 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	 Prentice Hall Literature grade 10 Copyright 2012 Oedipus Trilogy (Fitts & Fitzgerald) Mythology by Edith Hamilton Antigone (DVD/VHS) Oedipus Rex 	 Tests and quizzes Classroom discussions Shared inquiry Teacher generated activities Cooperative learning activities Oral presentations Written responses: Reader response journals, Writing logs,
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 Anchor Descriptor See Appendix B 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	purposes. Active listening facilitates learning and communication. Purpose, context and audience influence the content and delivery in speaking situations. 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	insights based on extended understanding derived from critical examinations of text(s). Evaluate the relevance and reliability of information, citing supportive evidence in texts. Analyze the impact of societal and cultural influences in texts. 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.	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	 (DVD/VHS) Discovery Channel's Ancient Greece (DVD/VHS) History's Channel's Ancient Greece – Gods and Battles (DVD/VHS) The Shaping of the Western World – Greeks: In Search of Meaning (DVD/VHS) Mythology in Literary Culture (DVD/VHS) 	Readers notebooks, Essays Listening logs Talk to the text

use of conflict, theme and /or point of view within and among texts. Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions. Listen with civility to the ideas of others. D A T A T A T T T T T T T T	Point of View – Non-Fiction – author's perspective or reader's perspective Fiction – narrator or speaker's perspective Tone – the attitude of the author toward the audience and characters Delineate – outline Argument – author's main position Specific Claims – specific support/evidence author uses Assess the validity of reasoning- weighing the accuracy of the support and evidence Seminal – important Themes/Concepts – main idea Domain Specific Language – content area language **Classical mythology: Its Origins and Impact (DVD/VHS) **Jason and the Argonauts (DVD/VHS) **Universal Themes in Literature (DVD/VHS) **History Channel's Clash of the Gods (DVD/VHS) **History Channel's The Greek Gods (DVD/VHS) **History Channel's The Greek Gods (DVD/VHS) **History Channel's The Greek Gods (DVD/VHS) **Clash of the Titans (DVD/VHS) **Those Fabulous Folks on Mount Olympus (DVD/VHS) **Percy Jackson and the Olympians: The Lightning Thief (DVD/VHS)	
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	Quack Literary Devices (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 V systems.
	fiction Keystone anchors by the end of the course. Suggestions may be found in department resource binder /electronic storage.

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?

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

Keystone	Unit Concepts	Unit Competencies	Keystone	Materials, Resources, &	Assessments
Anchors &	What students need to know	What students need to be able	Content	Instructional Activities	
Eligible Content		to do (skills): (Students will:)	Vocabulary		
See		Identify and evaluate essential	Identify – find/locate	Prentice Hall	Tests and quizzes
Appendix B	1. Antigone	content between and among		Literature grade 10	Classroom
	2. Classical Mythology	various text types.	Analyze – break into	Copyright 2012	discussions
L.F.1.1.1	Gods, Creation and the Earliest		parts/explore/examine	13 2	 Shared inquiry
L.F.1.1.2	Heroes	Use and cite evidence from		• Oedipus Trilogy	Teacher generated
L.F.1.1.3		texts to make assertions,	Interpret – make	(Fitts & Fitzgerald)	activities
L.F.1.2.3	Concepts:	inferences, generalizations,	meaning		 Cooperative
L.F.1.2.4	Essential content, literary elements	and to draw conclusions.		 Mythology by Edith 	learning activities
L.F. 1.3.1	and devices inform meaning.		Evaluate – weigh the	Hamilton	 Oral presentations
L.F.2.1.1	Total advantage for damage and	Summarize, draw conclusions,	evidence in		• Written
L.F.2.1.2 L.F.2.2.1	Textual structure features and	and make generalizations from a variety of mediums.	comparison to the author's conclusions	• Antigone	responses:
L.F.2.2.1 L.F.2.2.3	organization inform meaning.	a variety of mediums.	author's conclusions	(DVD/VHS)	Reader response
L.F.2.2.4	Informational sources have unique	Develop new and unique	Explicit – facts and		journals,
L.F.2.3.2	purposes.	insights based on extended	examples	Oedipus Rex (DVD/VHS)	Writing logs,
L.F.2.3.3	r · r	understanding derived from	r	(DVD/VHS)	Readers
L.F.2.4.1	Active listening facilitates learning	critical examinations of	Synthesize – make	Discovery Channel's	notebooks, Essays
L.F.2.5.1	and communication.	text(s).	new meaning from	Ancient Greece	Listening logs
L.F.2.5.2			the parts	(DVD/VHS)	Talk to the text
L.F.2.5.3	Purpose, context and audience	Evaluate the relevance and		(2 , 2, , 122)	• Talk to the text
	influence the content and delivery	reliability of information,	Inference – draw a	• History's Channel's	
Anchor	in speaking situations.	citing supportive evidence in	conclusion based on	Ancient Greece –	
Descriptor	Vor Towns	texts.	what is found in the	Gods and Battles	
See Appendix B	Key Terms: Foil, monologue, tragedy, tragic	Analyze the impact of societal	text to support your assumption(s)	(DVD/VHS)	
Appendix B	flaw, tragic hero, characterization,	and cultural influences in	assumption(s)		
L.F.1.1	climax, conflict, connotation,	texts.	Making Connections—	• The Shaping of the	
L.F.1.2	dialogue, exposition, falling action,	CAU.	connecting one idea	Western World –	
L.F. 1.3	foreshadowing, genre, irony,	Evaluate organizational	from the text to	Greeks: In Search of	
L.F.2.1	paraphrase, plot, resolution, setting,	features of text (e.g. sequence,	another idea in the	Meaning	
L.F.2.2	symbolism, theme, imagery,	question/answer,	text and/or using	(DVD/VHS)	
L.F.2.3	allusion, act, scene, stage	comparison/contrast,	prior knowledge	• Mythology in	
L.F.2.4	directions, Greek Chorus, hubris,	cause/effect, and		Literary Culture	
L.F.2.5	prologue, hero, ode, exodus,	problem/solution) as related to	Rhetoric- author's use	(DVD/VHS)	
	parados, antistrophe, strophe	content to clarify and enhance	of words to	(2,12,110)	
		meaning.	communicate		

Analyze and evaluate author's use of conflict, theme and /or point of view within and among texts.	Point of View – Non-Fiction – author's perspective or reader's perspective	•	Classical mythology: Its Origins and Impact (DVD/VHS) The Greek Mythology
Evaluate and respond to the speaker's message by analyzing and synthesizing	Fiction – narrator or speaker's perspective	•	for Students Series (10) (DVD/VHS)
information, ideas, and opinions.	Tone – the attitude of the author toward the	•	Jason and the Argonauts (DVD/VHS)
Listen with civility to the ideas of others.	audience and characters	•	Universal Themes in Literature
	Delineate – outline Argument – author's	•	(DVD/VHS) History Channel's
	main position Specific Claims –		Clash of the Gods (DVD/VHS)
	specific support/evidence author uses	•	History Channel's The Greek Gods (DVD/VHS)
	Assess the validity of reasoning- weighing the accuracy of the	•	Hercules (DVD/VHS)
	support and evidence Seminal – important	•	Clash of the Titans (DVD/VHS)
	Themes/Concepts – main idea	•	Those Fabulous Folks on Mount Olympus
	Domain Specific Language –content area language	•	(DVD/VHS) Percy Jackson and
	area minguage		the Olympians: The Lightning Thief (DVD/VHS)

	Quack Literary Devices (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.

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?

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/

ELL Differentiation: Math and Language Arts specifics found at www.pde.sas.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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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

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IEP/GIEP: Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments,

Keystone	Unit Concepts	Unit Competencies	Keystone	Materials, Resources, &	Assessments
Anchors &	What students need to know	What students need to be able	Content	Instructional Activities	
Eligible		to do (skills): (Students will:)	Vocabulary		
Content	1.5	71	X1 C 1/1		
See	1. Drama	Identify and evaluate essential	Identify – find/locate	Prentice Hall	 Tests and quizzes
Appendix B	Oedipus Trilogy	content between and among	A 1 1 1 1 .	Literature grade 10	• Classroom
T F 1 1 1		various text types.	Analyze – break into	Copyright 2012	discussions
L.F.1.1.1	2. Classical Mythology	TT 1	parts/explore/examine		 Shared inquiry
L.F.1.1.2	Gods, Creation and the Earliest	Use and cite evidence from	T 1	Oedipus Trilogy	• Teacher generated
L.F.1.1.3	Heroes	texts to make assertions,	Interpret – make	(Fitts & Fitzgerald)	activities
L.F.1.2.3		inferences, generalizations,	meaning		 Cooperative
L.F.1.2.4	Concepts:	and to draw conclusions.	F 1 / 1 /1	• <i>Mythology</i> by Edith	learning activities
L.F. 1.3.1	Essential content, literary elements		Evaluate – weigh the	Hamilton	 Oral presentations
L.F.2.1.1	and devices inform meaning.	Summarize, draw conclusions,	evidence in		• Written
L.F.2.1.2	Textual structure features and	and make generalizations from	comparison to the	 Antigone 	responses:
L.F.2.2.1 L.F.2.2.3		a variety of mediums.	author's conclusions	(DVD/VHS)	Reader response
L.F.2.2.3 L.F.2.2.4	organization inform meaning.	Dayalan navy and unique	Evaliait facts and		journals,
L.F.2.3.2	Informational sources have unique	Develop new and unique insights based on extended	Explicit – facts and	 Oedipus Rex 	Writing logs,
L.F.2.3.2 L.F.2.3.3	Informational sources have unique	understanding derived from	examples	(DVD/VHS)	Readers
L.F.2.3.3 L.F.2.4.1	purposes.	critical examinations of	Synthesize – make		notebooks,
L.F.2.5.1	Active listening facilitates learning	text(s).	new meaning from	 Discovery Channel's 	Essays
L.F.2.5.2	and communication.	text(s).	the parts	Ancient Greece	 Listening logs
L.F.2.5.3	and communication.	Evaluate the relevance and	the parts	(DVD/VHS)	• Talk to the text
L.I .2.3.3	Purpose, context and audience	reliability of information,	Inference – draw a		
Anchor	influence the content and delivery	citing supportive evidence in	conclusion based on	 History's Channel's 	
Descriptor	in speaking situations.	texts.	what is found in the	Ancient Greece –	
See	in speaking steadions.	texts.	text to support your	Gods and Battles	
Appendix B	Key Terms:	Analyze the impact of societal	assumption(s)	(DVD/VHS)	
	Foil, monologue, tragedy, tragic	and cultural influences in	r		
L.F.1.1	flaw, tragic hero, characterization,	texts.	Making Connections—	• The Shaping of the	
L.F.1.2	climax, conflict, connotation,		connecting one idea	Western World –	
L.F. 1.3	dialogue, exposition, falling action,	Evaluate organizational	from the text to	Greeks: In Search of	
L.F.2.1	foreshadowing, genre, irony,	features of text (e.g. sequence,	another idea in the	Meaning	
L.F.2.2	paraphrase, plot, resolution, setting,	question/answer,	text and/or using	(DVD/VHS)	
L.F.2.3	symbolism, theme, imagery,	comparison/contrast,	prior knowledge	- 14 / 1	
L.F.2.4	allusion, act, scene, stage	cause/effect, and		Mythology in Literary Colleges	
L.F.2.5	directions, Greek Chorus, hubris,	problem/solution) as related to	Rhetoric- author's use	Literary Culture	
	prologue, hero, ode, exodus,	content to clarify and enhance	of words to	(DVD/VHS)	
	parados, antistrophe, strophe	meaning.	communicate		

(DVD/VHS)		Analyze and evaluate author's use of conflict, theme and /or point of view within and among texts. Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions. Listen with civility to the ideas of others.	Point of View – Non-Fiction – author's perspective or reader's perspective Fiction – narrator or speaker's perspective Tone – the attitude of the author toward the audience and characters Delineate – outline Argument – author's main position Specific Claims – specific support/evidence author uses Assess the validity of reasoning- weighing the accuracy of the support and evidence Seminal – important Themes/Concepts – main idea Domain Specific Language –content area language	•	Classical mythology: Its Origins and Impact (DVD/VHS) The Greek Mythology for Students Series (10) (DVD/VHS) Jason and the Argonauts (DVD/VHS) Universal Themes in Literature (DVD/VHS) History Channel's Clash of the Gods (DVD/VHS) History Channel's The Greek Gods (DVD/VHS) Hercules (DVD/VHS) Clash of the Titans (DVD/VHS) Those Fabulous Folks on Mount Olympus (DVD/VHS) Percy Jackson and the Olympians: The Lightning Thief (DVD/VHS)	
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	Quack Literary Devices (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.

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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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,

Keystone	Unit Concepts	Unit Competencies	Keystone	Materials, Resources, &	Assessments
Anchors &	What students need to know	What students need to be able	Content	Instructional Activities	
Eligible		to do (skills): (Students will:)	Vocabulary		
Content					
See	1. Poetry	Identify and evaluate essential	Identify – find/locate	Prentice Hall	Tests and quizzes
Appendix B	"Danny Deever"	content between and among		Prentice Hall	• Classroom
	"A Tree Telling of Orpheus"	various types of poems.	Analyze – break into	Literature grade 10	discussions
L.F.1.1.1	"Making a Fist"		parts/explore/examine	Copyright 2012	 Shared inquiry
L.F.1.1.2	"My City"	Use and cite evidence from			Teacher generated
L.F.1.1.3	"Do Not Go Gentle into that	texts to make assertions,	Interpret – make	• Voices & Visions:	activities
L.F.1.2.3	Good Night"	inferences, generalizations,	meaning	Robert Frost	 Cooperative
L.F.1.2.4	"Sonnet 18"	and to draw conclusions.		(VHS/DVD)	learning activities
L.F. 1.3.1	"Fear"		Evaluate – weigh the		 Oral presentations
L.F.2.1.1	"The Wind-Tapped like a Tired	Summarize, draw conclusions,	evidence in	 Dead Poets Society 	• Written
L.F.2.1.2	Man"	and make generalizations from	comparison to the	(movie)	responses:
L.F.2.2.1	"The Weary Blues"	a variety of mediums.	author's conclusions		Reader response
L.F.2.2.3	"Metaphor"			 Hallmark Hall of 	journals,
L.F.2.2.4	"Jazz Fantasia"	Develop new and unique	Explicit – facts and	Fame's <i>The Odyssey</i>	Writing logs,
L.F.2.3.2	The Odyssey (enrichment)	insights based on extended	examples	(VHS/DVD)	Readers
L.F.2.3.3		understanding derived from			notebooks,
L.F.2.4.1	Concepts:	critical examinations of	Synthesize – make	Understanding the	Essays
L.F.2.5.1	Essential content, literary elements	text(s).	new meaning from	Elements of Poetry	Listening logs
L.F.2.5.2	and devices inform meaning.		the parts	(VHS/DVD)	Talk to the text
L.F.2.5.3	T	Evaluate the relevance and	Y C 1		1 4411 00 4110 00.10
	Textual structure features and	reliability of information,	Inference – draw a	• Great Books: The	
Anchor	organization inform meaning.	citing supportive evidence in	conclusion based on	Odyssey (VHS/DVD)	
Descriptor		texts.	what is found in the		
See	Informational sources have unique		text to support your	• Homer's Mythology:	
Appendix B	purposes.	Analyze the impact of societal	assumption(s)	Tracing a Tradition	
1.511	A 1:	and cultural influences in	M.1: C	(VHS/DVD)	
L.F.1.1	Active listening facilitates learning	texts.	Making Connections-	, , , , , , , , , , , , , , , , , , ,	
L.F.1.2	and communication.		connecting one idea	Quack Poetic Forms	
L.F. 1.3	D	Evaluate organizational	from the text to	(VHS/DVD)	
L.F.2.1	Purpose, context and audience	features of text (e.g. sequence,	another idea in the		
L.F.2.2	influence the content and delivery	question/answer,	text and/or using	Additional	
L.F.2.3	in speaking situations.	comparison/contrast,	prior knowledge	supplemental	
L.F.2.4	IZ T	cause/effect, and	District of 1	resources may be	
L.F.2.5	Key Terms:	problem/solution) as related to	Rhetoric- author's use	used at teacher's	
	Allusion, speaker, dialogue,	content to clarify and enhance	of words to	discretion.	
	villanelle, symbolism, repetition,	meaning.	communicate		
	rhyme, imagery, sonnet, couplet,				

onoma verse, hypert poetry verse, assona	atopoeia, alliteration, free rhythm, meter, mood, tone, bole, dramatic poetry, lyric v, narrative poetry, blank tanka, consonance, ance, epic, ballad, haiku, e form, theme	use of conflict, theme and /or point of view within and among texts. Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions. Listen with civility to the ideas of others.	Non-Fiction — author's perspective or reader's perspective Fiction — narrator or speaker's perspective Tone — the attitude of the author toward the audience and characters Delineate — outline Argument — author's main position Specific Claims — specific support/evidence author uses Assess the validity of reasoning- weighing the accuracy of the support and evidence Seminal — important Themes/Concepts — main idea Domain Specific Language —content area language		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

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.pde.sas.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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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,

Keystone	Unit Concepts	Unit Competencies	Keystone	Materials, Resources, &	Assessments
Anchors &	What students need to know	What students need to be able	Content	Instructional Activities	
Eligible		to do (skills): (Students will:)	Vocabulary		
Content					
See	1. Poetry	Identify and evaluate essential	Identify – find/locate	Prentice Hall	 Tests and quizzes
Appendix B	"Danny Deever"	content between and among		Literature grade 10	 Classroom
	"A Tree Telling of Orpheus"	various types of poems.	Analyze – break into	Copyright 2012	discussions
L.F.1.1.1	"Making a Fist"		parts/explore/examine		 Shared inquiry
L.F.1.1.2	"My City"	Use and cite evidence from		• Voices & Visions:	Teacher generated
L.F.1.1.3	"Do Not Go Gentle into that	texts to make assertions,	Interpret – make	Robert Frost	activities
L.F.1.2.3	Good Night"	inferences, generalizations,	meaning	(VHS/DVD)	 Cooperative
L.F.1.2.4	"Sonnet 18"	and to draw conclusions.			learning activities
L.F. 1.3.1	"Fear"		Evaluate – weigh the	Dead Poets Society	Oral presentations
L.F.2.1.1	"The Wind-Tapped like a Tired	Summarize, draw conclusions,	evidence in	(movie)	Written
L.F.2.1.2	Man"	and make generalizations from	comparison to the		responses:
L.F.2.2.1	"The Weary Blues"	a variety of mediums.	author's conclusions	Hallmark Hall of	Reader response
L.F.2.2.3	"Metaphor"			Fame's <i>The Odyssey</i>	journals,
L.F.2.2.4	"Jazz Fantasia"	Develop new and unique	Explicit – facts and	(VHS/DVD)	Writing logs,
L.F.2.3.2	"Glory"	insights based on extended	examples		Readers
L.F.2.3.3	"Conscientious Objector"	understanding derived from		Understanding the	notebooks,
L.F.2.4.1	The Odyssey (enrichment)	critical examinations of	Synthesize – make	Elements of Poetry	Essays
L.F.2.5.1		text(s).	new meaning from	(VHS/DVD)	Listening logs
L.F.2.5.2	Concepts:		the parts		• Talk to the text
L.F.2.5.3	Essential content, literary elements	Evaluate the relevance and		Great Books: The	- Tunk to the text
	and devices inform meaning.	reliability of information,	Inference – draw a	Odyssey (VHS/DVD)	
Anchor		citing supportive evidence in	conclusion based on		
Descriptor	Textual structure features and	texts.	what is found in the	• Homer's Mythology:	
See	organization inform meaning.		text to support your	Tracing a Tradition	
Appendix B		Analyze the impact of societal	assumption(s)	(VHS/DVD)	
1.511	Informational sources have unique	and cultural influences in	Maria Consti	, , , , , , , , , , , , , , , , , , ,	
L.F.1.1	purposes.	texts.	Making Connections-	Quack Poetic Forms	
L.F.1.2	A 15		connecting one idea	(VHS/DVD)	
L.F. 1.3	Active listening facilitates learning	Evaluate organizational	from the text to		
L.F.2.1	and communication.	features of text (e.g. sequence,	another idea in the	Additional	
L.F.2.2	Downson soutout and and are	question/answer,	text and/or using	supplemental	
L.F.2.3	Purpose, context and audience	comparison/contrast,	prior knowledge	resources may be	
L.F.2.4	influence the content and delivery	cause/effect, and	Dhataria anthar?	used at teacher's	
L.F.2.5	in speaking situations.	problem/solution) as related to	Rhetoric- author's use	discretion.	
	Voy Towns	content to clarify and enhance	of words to		
	Key Terms:	meaning.	communicate	Additional	
	Allusion, speaker, dialogue,				

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 Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions. Listen with civility to the ideas of others.	Non-Fiction – author's perspective or reader's perspective Fiction – narrator or speaker's perspective Tone – the attitude of the author toward the audience and characters Delineate – outline Argument – author's main position Specific Claims – specific support/evidence author uses Assess the validity of reasoning- weighing the accuracy of the support and evidence Seminal – important Themes/Concepts – main idea Domain Specific Language – content area language
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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

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.pde.sas.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,

Keystone	Unit Concepts	Unit Competencies	Keystone	Materials, Resources, &	Assessments
Anchors &	What students need to know	What students need to be able	Content	Instructional Activities	
Eligible		to do (skills): (Students will:)	Vocabulary		
Content					
See	1. Poetry	Identify and evaluate essential	Identify – find/locate	Prentice Hall	 Tests and quizzes
Appendix B	"Danny Deever"	content between and among		Literature grade 10	 Classroom
	"A Tree Telling of Orpheus"	various types of poems.	Analyze – break into	Copyright 2012	discussions
L.F.1.1.1	"Making a Fist"		parts/explore/examine		 Shared inquiry
L.F.1.1.2	"My City"	Use and cite evidence from		• Voices & Visions:	Teacher generated
L.F.1.1.3	"Do Not Go Gentle into that	texts to make assertions,	Interpret – make	Robert Frost	activities
L.F.1.2.3	Good Night"	inferences, generalizations,	meaning	(VHS/DVD)	 Cooperative
L.F.1.2.4	"Sonnet 18"	and to draw conclusions.			learning activities
L.F. 1.3.1	"Fear"		Evaluate – weigh the	Dead Poets Society	Oral presentations
L.F.2.1.1	"The Wind-Tapped like a Tired	Summarize, draw conclusions,	evidence in	(movie)	• Written
L.F.2.1.2	Man"	and make generalizations from	comparison to the		responses:
L.F.2.2.1	"The Weary Blues"	a variety of mediums.	author's conclusions	Hallmark Hall of	Reader response
L.F.2.2.3	"Metaphor"			Fame's The Odyssey	journals,
L.F.2.2.4	"Jazz Fantasia"	Develop new and unique	Explicit – facts and	(VHS/DVD)	Writing logs,
L.F.2.3.2	"Glory"	insights based on extended	examples		Readers
L.F.2.3.3	"Conscientious Objector"	understanding derived from		Understanding the	notebooks,
L.F.2.4.1	"Kraken"	critical examinations of	Synthesize – make	Elements of Poetry	Essays
L.F.2.5.1	"Flanders Fields"	text(s).	new meaning from	(VHS/DVD)	Listening logs
L.F.2.5.2	The Odyssey		the parts		• Talk to the text
L.F.2.5.3		Evaluate the relevance and		• Great Books: The	- Tunk to the text
	Concepts:	reliability of information,	Inference – draw a	Odyssey (VHS/DVD)	
Anchor	Essential content, literary elements	citing supportive evidence in	conclusion based on		
Descriptor	and devices inform meaning.	texts.	what is found in the	• Homer's Mythology:	
See			text to support your	Tracing a Tradition	
Appendix B	Textual structure features and	Analyze the impact of societal	assumption(s)	(VHS/DVD)	
T F 1 1	organization inform meaning.	and cultural influences in	Maria Const	, ,	
L.F.1.1		texts.	Making Connections-	Quack Poetic Forms	
L.F.1.2	Informational sources have unique		connecting one idea	(VHS/DVD)	
L.F. 1.3	purposes.	Evaluate organizational	from the text to		
L.F.2.1	A stime listening for illustration is	features of text (e.g. sequence,	another idea in the	Additional	
L.F.2.2	Active listening facilitates learning	question/answer,	text and/or using	supplemental	
L.F.2.3	and communication.	comparison/contrast,	prior knowledge	resources may be	
L.F.2.4	Downson contout and andiages	cause/effect, and	Dhataria anthar?	used at teacher's	
L.F.2.5	Purpose, context and audience	problem/solution) as related to	Rhetoric- author's use	discretion.	
	influence the content and delivery	content to clarify and enhance	of words to		
	in speaking situations.	meaning.	communicate	Additional	

Key Terms:	Analyze and evaluate author's	Point of View –	supplemental non-	
Allusion, speaker, dialogue,	use of conflict, theme and /or	Non-Fiction –	fiction resources will	
villanelle, symbolism, repetition,	point of view within and	author's perspective	be used in	
rhyme, imagery, sonnet, couplet,	among texts.	or reader's	conjunction with each	
metaphor, simile, figurative	among texts.	perspective	thematic unit to	
language, personification,	Evaluate and respond to the	Fiction –	address all the non-	
onomatopoeia, alliteration, free	speaker's message by	narrator or speaker's	fiction Keystone	
verse, rhythm, meter, mood, tone,	analyzing and synthesizing	perspective	anchors by the end of	
hyperbole, dramatic poetry, lyric	information, ideas, and	r · ··r	the course.	
poetry, narrative poetry, blank	opinions.	Tone – the attitude of	Suggestions may be	
verse, tanka, consonance,	1	the author toward the	found in department	
assonance, epic, ballad, haiku,	Listen with civility to the	audience and	resource binder	
poetic form, theme	ideas of others.	characters	/electronic storage.	
		Delineate – outline		
		Argument – author's		
		main position		
		Specific Claims –		
		specific		
		support/evidence		
		author uses		
		1 11 11 6		
		Assess the validity of		
		reasoning- weighing		
		the accuracy of the		
		support and evidence		
		Seminal – important		
		Themes/Concepts –		
		main idea		
		mam ruca		
		Domain Specific		
		Language –content		
		area language		
		area ranguage		

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:

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.pde.sas.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,

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
See Appendix B 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. 1.2.2	 Improving Vocabulary (Minimum of 8 Chapters) Vocabulary from the given Literary Texts. Concepts: Acquiring and applying a robust vocabulary assists in constructing meaning 	 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. 	 Categorize label/sort Construct create/form Differentiate discern Apply concepts relate/utilize 	Improving Vocabulary Townsend Press Texts listed in thematic literature units Additional supplemental resources may be used at teacher's discretion.	 Writing applications Supplemental worksheets Teacher generated activities Hands-on activities Improving Vocabulary Exercises
Anchor Descriptor See Appendix B L.F.1.2 L.N. 1.2		 Generalize the use of academic vocabulary across disciplines. Use grade appropriate resources to confirm and extend meaning of vocabulary. 			

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?

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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National Common Core found at www.corestandards.org
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Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Math and Language Arts specifics found at www.pde.sas.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

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teacher, teacher adapted/alternative assignments and assessments.

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IEP/GIEP: Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments,

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
See Appendix B 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 Anchor Descriptor See Appendix B L.F.1.2 L.N. 1.2	 Vocabulary Workshop Level E (Minimum of 8 Chapters) Vocabulary from the given Literary Texts. Concepts: Acquiring and applying a robust vocabulary assists in constructing meaning 	 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. 	 Categorize label/sort Construct create/form Differentiate discern Apply concepts— relate/utilize 	Sadlier-Oxford Vocabulary Workshop, New Edition (Shostak) 2005 Texts listed in thematic literature units Additional supplemental resources may be used at teacher's discretion.	 Writing applications Supplemental worksheets Teacher generated activities Vocabulary Workshop test booklet Hands-on activities Vocabulary Workshop exercises

East Stroudsburg Area School District English 10 Honors

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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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.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx

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

To-dos resources found at <u>www.todos-math.org</u>

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/

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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,

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
See Appendix B 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 Anchor Descriptor See Appendix B L.F.1.2 L.N. 1.2	 Vocabulary Workshop Level E (Entire book) Vocabulary from the given Literary Texts. Concepts: Acquiring and applying a robust vocabulary assists in constructing meaning 	 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. 	 Categorize label/sort Construct create/form Differentiate discern Apply concepts— relate/utilize 	Sadlier-Oxford Vocabulary Workshop, New Edition (Shostak) 2005 Texts listed in thematic literature units Additional supplemental resources may be used at teacher's discretion.	 Writing applications Supplemental worksheets Teacher generated activities Vocabulary Workshop test booklet Hands-on activities Vocabulary Workshop exercises