Wallenpaupack Area School District Planned Course Curriculum Guide

Department **High School English**
Name of Course **English 10 CCR**

Course Description:
This course aims to develop critical thinking skills in writing, reading, speaking, and listening in preparation for college and the workforce. Students will understand and practice persuasive and informational writing forms specifically designed for the writing styles used in various standardized tests. To achieve this, students will participate in activities including journal writing, creative writing, formal essays, and in-class prompts. Furthermore, students will be introduced to the core elements of MLA-style research writing, such as the thesis statement, the works cited page and parenthetical documentation. They will practice these elements by writing a synthesis essay. Vocabulary and grammar development will take place in conjunction with reading and writing assignments. The course focuses on preparing students for the Keystone Literature exam, involving reading various fiction and nonfiction selections. Additionally, students will practice listening skills by interacting with audio/visual materials, including recordings and films.

*Note: All students enrolled in this course must take the Keystone Exam.

Students will progress through the following units:
Unit 1: Rhetorical Analysis & Argument
- Genre Focus: Nonfiction (Argument/Speech)

Unit 2: Literary Analysis
- Genre Focus: Fiction and Drama

Unit 3: Voice in Synthesis
- Genre Focus: Nonfiction (Research-based articles)

Unit 4: Purpose in Poetry and Prose
- Genre Focus: Poetry and Prose

Initial Creation Date (if applicable) and Revision Dates: August 2023

Wallenpaupack Area School District Curriculum	
COURSE: English 10 CCR	**GRADE/S: 10**
UNIT 1: Rhetorical Analysis & Argument	**TIMEFRAME: ~4 weeks**

PA COMMON CORE/NATIONAL STANDARDS:
- **CC.1.2.9-10.H**: Analyze the structure of how an author organizes an argument, including how major sections contribute to the whole and how the structure clarifies the relationships among claims, counterclaims, reasons, and evidence.
- **CC.1.2.9-10.E**: Analyze the structure of a text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- **CC.1.2.9-10.D**: Determine an author's point of view or purpose in a text and analyze how rhetoric advances that point of view or purpose.
- **CC.1.2.9-10.F**: Analyze how words and phrases shape meaning and tone in texts, including the **effect of specific word choices** and **rhetorical devices**.
- **CC.1.3.9-10.F**: Analyze how an author's choices about text structure and language (e.g., figurative, connotative meanings) create effects like mystery, tension, or surprise.
- **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 drawn from the text.
- **CC.1.2.9-10.I**: Analyze seminal U.S. texts and arguments, evaluating the reasoning in foundational texts and supporting claims with evidence.
- **CC.1.4.9-10.M**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **CC.1.4.9-10.M**: Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.
- **CC.1.4.9-10.N**: Develop claims and counterclaims fairly, supplying evidence for both and pointing out the strengths and limitations of each.
- **CC.1.4.9-10.P**: Organize writing in a clear and coherent manner that shows the relationships among claims, counterclaims, reasons, and evidence.
- **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.D**: Present information, findings, and supporting evidence clearly, concisely, and logically, such that listeners can follow the line of reasoning and organization.
- **CC.1.5.9-10.C**: Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source, in collaborative presentations.

UNIT OBJECTIVES (SWBAT):
- Analyze the characteristics and structural elements of argumentative texts
- Analyze the purpose and effect of language choices and rhetorical devices
- Defend or challenge an author's claims using text evidence
- Write argumentative texts
- Collaborate within a team to present a stance

INSTRUCTIONAL STRATEGIES/ACTIVITIES:
- Annotating
- SPACECAT strategy

- Modeling
- Sentence Starters
- Quickwriting
- Write-Pair-Share
- Socratic seminars and levels of questioning
- Metacognitive markers
- Collaborative writing
- Analytical paragraphs based on frames
- Crafting an introduction and making a plan for writing
- Multiple paragraph analysis of multiple rhetorical moves
- Self-analysis of argumentative writing
- Lingering-Question Chat Wall
- Rhetorical Analysis Verb (RAV) Wall
- Word-study practice
- Says/Does Chart

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
- **Formative:**
  - *Learning Checkpoints:* Students apply their learning by independently reading a few short passages not studied in class and answering multiple-choice questions assessing reading, writing, and language (including vocabulary in context and grammar).
  - Writing a well-organized paragraph that analyzes a single rhetorical move and its intended effect
  - Writing a one- or two-paragraph explanation of how a writer develops their argument through a series of rhetorical moves
  - Writing a well-organized essay that explains how a writer builds an argument to persuade their audience of a particular stance
- **Summative:** *Performance Task*: *Analyzing an Argument* Students read an argument not studied in class and write or present an analysis that explains how the writer builds an argument to persuade an audience of a particular stance.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):
- Opportunities to revise and reflect
- Writing from an opposing point of view and responding with evidence
- Analyzing an argument in an alternative medium

RESOURCES (Technology Based Resources, Text Resources, etc.):
- Quill.org
- Vocab.com
- Non-fiction selections, including websites, book excerpts, essays, videos, photographs, cartoons, articles, and op-eds

KEY VOCABULARY:
claim, thesis, main focus/argument, shifts, support, refute, appeals, counterargument, evidence, figurative, inferred, literal, rebuttal, diction, logical fallacy, rhetorical devices

COURSE: English 10 CCR	GRADE/S: 10
UNIT 2: Persuasion in Literature	TIMEFRAME: ~4 weeks

PA COMMON CORE/NATIONAL STANDARDS:
- **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.K**: Read and comprehend literature on grade level, reading independently and proficiently.
- **CC.1.2.9-10.I**: Analyze seminal texts based on reasoning, premises, purposes, and arguments.
- **CC.1.3.9-10.D**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **CC.1.3.9-10.F**: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect (e.g., mystery, tension, or surprise).
- **CC.1.3.9-10.I**: **Determine or clarify the meaning of words and phrases as they are used in the text**, analyzing how specific word choices shape meaning or tone and contribute to persuasion.
- **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** drawn from the text.
- **CC.1.3.9-10.C**: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **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 source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- **CC.1.4.9-10.M**: Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **CC.1.4.9-10.S**: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **CC.1.4.9-10.P**: **Create organization** that establishes clear relationships among claims, counterclaims, reasons, and evidence.

UNIT OBJECTIVES (SWBAT):
- Read and analyze world literature across literary periods
- Analyze and appreciate how authors use persuasion in fiction
- Analyze how themes are developed through characterization, plot, and historical and cultural settings
- Write a literary analysis of a work of fiction

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Socratic Seminars
- Literary Analysis Essays
- Jigsaw Learning
- Close Reading
- Thematic Group Projects
- Characterization Analysis
- Rhetorical Devices Exploration
- Multimedia Presentations
- Interactive Vocabulary Building
- Writing Workshops
- Think-Pair-Share
- Exit Tickets
- Peer Teaching
- Creative Expression Projects
- Mock Keystone Exam Practice
- Reflective Journals
- Guided Reading Circles

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Diagnostic:
- **Keystone-Aligned Pre-Test**: Administer a multiple-choice and short-response pre-test modeled after the Keystone Exam, focusing on **comprehension of fiction and nonfiction** from various literary periods to gauge baseline skills in reading and analysis.
- **KWL Chart (Know-Want to Know-Learned)**: Gauge prior knowledge of literary periods and track learning goals as the unit progresses.
- **Persuasive Techniques Quiz**: Administer a quiz on rhetorical devices and persuasive techniques to assess students' understanding of how authors persuade readers in fiction, a skill needed for Keystone analysis of **fictional arguments** and **author's purpose**.

Formative:
- **Keystone-Style Text-Dependent Analysis (TDA) Prompts**: Use passages from **world literature** across periods (e.g., **Amy Tan, Chinua Achebe, Alice Walker**) to assess students' ability to answer text-dependent questions similar to those on the Keystone Exam.
- **Close Reading and Annotation**: Have students closely read and annotate passages to practice identifying literary elements and their impact on meaning, preparing them for the Keystone's focus on close reading.
- **Annotation Exercises**: Have students annotate persuasive passages in fiction, identifying and evaluating **ethos, pathos, logos**, and rhetorical devices like **irony** or **tone**, to prepare for the exam's emphasis on analyzing an author's **purpose and technique**.
- **Exit Tickets**: After reading, students answer an **exit ticket** focusing on how **characters** and **setting** contribute to a specific theme, mirroring how Keystone asks students to analyze text elements.
- **Thesis Statement Workshop**: Provide practice in developing clear, arguable thesis statements that reflect Keystone expectations for analyzing fiction. Students can share and revise their thesis statements in groups or with teacher feedback.

- **Benchmark Writing Assessment**: Halfway through the unit, students write a **Keystone-style literary analysis** based on a passage from the unit's world literature readings. This serves as a formative checkpoint for progress toward the final essay and Keystone preparation.

Summative:

- **Comparative Literary Essay**: Have students write an essay comparing two works of literature from different periods, aligning this with Keystone expectations for analyzing **authorial techniques** and **literary elements**.
- **Rhetorical Strategies Group Presentation**: Students present on how a selected author from world literature uses rhetorical strategies, tying it to strategies they'll need for the Keystone Exam.
- **Final Group Presentation**: Students work in teams to present a formal literary analysis of a work of fiction, using multimedia where appropriate. This assesses their ability to collaborate and present arguments—a skill that prepares them for oral presentations and discussions required in many Keystone-aligned assessments.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- **Choice of Texts**: Offer advanced readers more challenging texts from **world literature**. Instead of standard grade-level texts, allow high-achieving students to read more complex works (e.g., **Virginia Woolf**, **James Joyce**, **Gabriel García Márquez**, **Kafka**).
- **Independent Reading Projects**: Allow students to select additional texts that are outside the primary curriculum but thematically related to the unit, comparing them to class readings. These students can conduct independent literary analysis on these texts and share their findings with the class.
- **Flexible Grouping for High-Level Discussions**: Create **Socratic Seminars** or **literature circles** where advanced students discuss complex texts with a focus on **higher-order thinking** (e.g., synthesis, evaluation). Allow them to take on leadership roles by facilitating discussions or choosing advanced topics for debate.
- **Text Summaries and Adaptations**: Provide **simplified summaries** or **adaptations** of complex texts, allowing students to engage with the core ideas before attempting the original text.
- **Sentence Starters and Frames**: For students struggling to write analytical essays or responses, provide **sentence starters** or **writing frames**. This gives them a structure for constructing literary analyses or argumentative essays.
- **Word Walls**: Create **literature-specific word walls** where key terms (e.g., "theme," "characterization," "metaphor," "rhetoric") are displayed and referenced during class discussions.

RESOURCES (Technology Based Resources, Text Resources, etc.):

- **Core and differentiated texts** (world literature, simplified versions, audiobooks)
- **Annotation tools, graphic organizers, sentence starters** for scaffolding literary analysis and essay writing
- **Keystone exam practice questions**, TDA rubrics, and interactive platforms for exam prep

KEY VOCABULARY:
archetype, characterization, epigraph, foil, folktale, foreshadowing, irony, motif, tragic hero

COURSE: English 10 CCR	GRADE/S: 10
UNIT 3: Voice in Synthesis	TIMEFRAME: ~4 weeks

PA COMMON CORE/NATIONAL STANDARDS:
- **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.1.5.9-10.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.F**: Make strategic use of digital media (e.g., textual, graphical, audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **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 drawn from the text.
- **CC.1.4.9-10.M**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **CC.1.4.9-10.G**: Write clear and coherent texts that develop and organize ideas for the intended audience and purpose, focusing on how well claims are defended or challenged using **text evidence**.
- **CC.1.2.9-10.D**: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **CC.1.2.9-10.F**: Analyze how words and phrases shape meaning and tone, including how the language choice contributes to the impact of the text and influences the audience.
- **CC.1.3.9-10.F**: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect (e.g., mystery, tension, or surprise).
- **CC.1.2.9-10.I**: Analyze seminal U.S. texts, including how they address related themes and concepts, by evaluating how language and rhetorical devices influence meaning.
- **CC.1.4.9-10.M**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **CC.1.4.9-10.N**: Develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both.
- **CC.1.4.9-10.S**: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **CC.1.4.9-10.V**: Conduct short and more sustained research projects to answer a question, drawing on several sources and synthesizing multiple sources on the subject.

UNIT OBJECTIVES (SWBAT):
- Synthesize multimedia texts
- Defend or challenge an author's claims using text evidence
- Analyze the purpose and effect of language and rhetorical devices on audience and meaning
- Write argumentative texts by synthesizing sources

INSTRUCTIONAL STRATEGIES/ACTIVITIES:
- Think-Pair-Share
- Graphic Organizers
- Rhetorical Device Analysis

- Multimedia Analysis
- Socratic Seminars
- Writing Workshops
- Argumentative Writing Prompts
- Creative Expression Projects
- Fishbowl Discussions
- Interactive Vocabulary Activities
- Debates
- Peer Teaching
- Annotation Activities
- Mock Keystone Exam Practice
- Reflective Journals

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
Diagnostic:
- **Writing Sample**: Have students write a brief argumentative paragraph on a familiar topic. Assess their ability to present a claim, provide evidence, and use logical reasoning. This can give you insight into their current writing abilities.
- **Reading Comprehension Assessment**: Provide a short multimedia text (e.g., an article with embedded video) and ask students to answer comprehension questions. This can help gauge their ability to synthesize information from multiple formats.

Formative:
- **Exit Tickets**: At the end of each lesson, students submit a brief reflection or response to a question related to the day's topic. This could be analyzing a specific rhetorical device or summarizing a multimedia text's main idea and purpose.
- **Peer Reviews**: When students draft argumentative texts, they can participate in peer review sessions using a rubric. This encourages collaborative learning and critical thinking, helping students identify strengths and areas for improvement in their writing.
- **Quick Writes**: Have students respond to prompts related to class discussions or readings. For example, "What is the main claim of the article we read today, and how does the author support it?" This helps gauge comprehension and analysis skills.
- **Multimedia Analysis Activity**: Students can analyze a multimedia text (like a video or infographic) in small groups, focusing on the use of language and rhetorical devices. They can present their findings to the class, which allows for discussion and collaborative learning.

Benchmark:
- **Mid-Unit Test**: A multiple-choice and short-answer assessment covering key concepts taught in the first half of the unit. Include questions on rhetorical devices, textual evidence analysis, and multimedia text synthesis. This aligns with Keystone-style questioning.
- **Text-Dependent Analysis (TDA) Practice**: Provide students with a passage (literary or informational) similar to those on the Keystone exam and have them respond to TDA prompts, analyzing how the author uses language and devices. This will prepare them for the exam format while assessing their understanding.

Summative:
- **Argumentative Essay**: Assign a formal argumentative essay where students synthesize information from multiple sources, including texts read during the unit. They should defend or challenge an author's claims using textual evidence. Provide a rubric that assesses their thesis statement, use of evidence, organization, and clarity.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):
- Scaffold Instruction
- Small Group Instruction
- Use Visual Supports
- Provide Multiple Means of Representation
- Offer Choice in Assignments
- Frequent Check-ins and Feedback
- Advanced Texts
- Socratic Seminars with Higher Order Questions
- Flexible Pacing
- Regular Reflection
- Varied Instructional Formats

RESOURCES (Technology Based Resources, Text Resources, etc.):
- **Core and differentiated texts** (world literature, simplified versions, audiobooks)
- **Annotation tools, graphic organizers, sentence starters** for scaffolding literary analysis and essay writing
- **Keystone exam practice questions**, TDA rubrics, and interactive platforms for exam prep

KEY VOCABULARY:
Elaborate, synthesis, tenor, call to action, satire

COURSE: English 10 CCR	GRADE/S: 10
UNIT 4: Purpose in Poetry and Prose	TIMEFRAME: ~4 weeks

PA COMMON CORE/NATIONAL STANDARDS:
- **CC.1.3.9-10.F**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings, and analyze the cumulative impact of specific word choices on meaning and tone.
- **CC.1.2.9-10.F**: Analyze how words and phrases shape meaning and tone in texts, distinguishing between denotative and connotative meanings.
- **CC.1.2.9-10.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.E**: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect, especially in poetry.
- **CC.1.3.9-10.F**: Determine how specific word choices and devices, including figurative language and sound devices, contribute to meaning and tone.
- **CC.1.3.9-10.K**: Read and comprehend literature, including poetry, on grade level, reading independently and proficiently.
- **CC.1.2.9-10.D**: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **CC.1.3.9-10.G**: Analyze how an author draws on and transforms source material in a specific work, considering the influence of the language used on the audience's perception.
- **CC.1.3.9-10.I**: Analyze how the author's choices of words, syntax, and structure shape the reader's perception of the text, focusing on rhetorical and stylistic techniques.
- **CC.1.4.9-10.O**: Write narratives to develop real or imagined experiences or events, using effective technique, well-chosen details, and well-structured event sequences.
- **CC.1.4.9-10.P**: Create organization that establishes clear relationships among claims, reasons, and evidence in writing; also relevant to creative writing for organizing literary works.
- **CC.1.4.9-10.R**: Use precise words, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and characters in narrative or poetic writing.

UNIT OBJECTIVES (SWBAT):
- Use context to distinguish among denotative, connotative, and figurative meanings of words
- Analyze the effects of meter and rhyme schemes in poetry
- Analyze how the author's use of language informs and shapes the perception of readers
- Write literary texts such as fiction and poetry using genre characteristics and craft

INSTRUCTIONAL STRATEGIES/ACTIVITIES:
- Close Reading Exercises
- Socratic Seminars
- Multimedia Presentations
- Literary Devices Scavenger Hunt
- Writing Workshops
- Poetry Analysis and Performance
- Thematic Collage Project
- Interactive Vocabulary Activities

- Group Analysis Projects
- Reflective Journals
- Literary Theory Exploration
- Compare and Contrast Essays

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Diagnostic:
- **Vocabulary Assessment**: A pre-test where students identify denotative, connotative, and figurative meanings of words. This can include multiple-choice questions or a matching exercise with words and their definitions.
- **Reading Comprehension Quiz**: Provide students with a short poem or prose excerpt to read, followed by questions that assess their initial understanding of literary devices and language use.
- **Writing Samples**: Ask students to write a brief response (1-2 paragraphs) analyzing a familiar poem or excerpt. This will help assess their current analytical and writing skills.

Formative:
- **Exit Tickets**: At the end of each lesson, ask students to write a brief reflection or answer a question related to that day's content (e.g., "What is the effect of the rhyme scheme in the poem we discussed today?").
- **Peer Review**: During writing workshops, have students exchange drafts of their poetry or prose. Use guided questions to facilitate constructive feedback on genre characteristics and craft.
- **Literary Device Worksheets**: Provide students with a worksheet to identify and analyze various literary devices in assigned readings. This can include tasks like locating metaphors, similes, or alliterations and discussing their effects on the reader's perception.

Benchmark:
- **Mid-Unit Assessment**: Create a quiz covering key concepts such as meter, rhyme schemes, and figurative language. Include questions that require students to analyze a short poem, identify its meter, and discuss the effect of its rhyme scheme.
- **Group Project Presentation**: Assign students to small groups to analyze a poem or piece of prose. Each group presents their analysis, focusing on the use of language, themes, and the author's purpose. This can help you evaluate collaboration and understanding of the material.
- **Keystone Practice Test**: Administer a practice exam that includes questions similar to those found on the Keystone Literature Exam, focusing on poetry and prose. This will familiarize students with the exam format and content.

Summative:
- **Literary Analysis Essay**: Assign students to write an analytical essay focusing on a chosen poem or prose piece. They should analyze the author's use of language, meter, and rhyme scheme, discussing how these elements contribute to the text's meaning and purpose.
- **Creative Poetry/Prose Portfolio**: Have students create a portfolio of their original writing, including poems and prose pieces that demonstrate an understanding of genre characteristics and craft. Include reflective pieces discussing their writing process and the choices they made.
- **Keystone Literature Exam Review**: As a final summative assessment, conduct a review session that covers key concepts from the unit, followed by a practice exam that mimics the structure of the Keystone Literature Exam, focusing specifically on poetry and prose.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Differentiation Strategies for Struggling Learners
- Scaffolded Instruction
- Tiered Assignments
- Small Group Instruction
- Visual Supports
- Peer Support
- Simplified Texts
- Frequent Feedback

Differentiation Strategies for Accelerated Learners
- Independent Projects
- Advanced Texts
- Choice in Assessments
- Flexible Pacing

RESOURCES (Technology Based Resources, Text Resources, etc.):
- **Core and differentiated texts** (world literature, simplified versions, audiobooks)
- **Annotation tools, graphic organizers, sentence starters** for scaffolding literary analysis and essay writing
- **Keystone exam practice questions**, TDA rubrics, and interactive platforms for exam prep

KEY VOCABULARY:
Dynamic character, elegy, imagery, mood, sarcasm, stage directions, static character, tone, voice