

Wallenpaupack Area School District Planned Course Curriculum Guide

**Department
High School English**

**Name of Course
English 10 Honors**

Course Description:

This course aims to intensively develop advanced critical thinking skills in writing, reading, speaking, and listening in preparation for college. Students will understand and practice persuasive and informational writing forms, specifically designed for the writing styles used in various standardized tests. Students will participate in journal writing, creative writing, formal essays, and in-class prompts to achieve this. 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: Moves in Argument

- Genre Focus: Nonfiction (Argument/Speech)

Unit 2: Persuasion in Literature

- 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 Honors	GRADE/S: 10
UNIT 1: Moves in Argument	TIMEFRAME: ~4 weeks
Unit Overview: The opening unit of English 10 Honors is dedicated to raising students' awareness of how arguments are developed through the connection of ideas.	

PA COMMON CORE/NATIONAL 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.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

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
- SOAPStone 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 book excerpts, essays, videos, photographs, cartoons, articles, and op-eds

KEY VOCABULARY:

analyze, rhetorical situation, claim, appeals, concession, consensus, counterargument, counterclaim, analogy, evidence, reasoning, persuasive elements, figurative, observations, inferences, literal, rebuttal, diction, logical fallacy, rhetorical devices

COURSE: English 10 Honors	GRADE/S: 10
UNIT 2: Persuasion in Literature	TIMEFRAME: ~4 weeks
<p>Unit Overview: In Unit 2, students explore how literary characters assert their persuasive powers on one another. Unlike reading persuasive nonfiction, observing the dynamic between speaker and audience in literary works requires students to appreciate how the speaker must pivot and react to an opposing perspective. Through this lens, students will also discover how authors use rhetorical situations between or among characters to represent larger cultural influences or conflicts at work in the world.</p>	

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>UNIT OBJECTIVES (SWBAT):</p>

- 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:

- Reader’s Theater
- Modeling
- Write-Pair-Share
- Write-Pair-Revise
- Fishbowls
- Annotating
- Linger-Question Chat Wall
- Rhetorical Analysis Verb Wall
- Read-alouds
- Paraphrasing
- Word-study practice

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 that assess reading, writing, and language (including both vocabulary in context and grammar).
 - Composing a literary analysis paragraph
 - Writing a literary analysis essay
- **Summative: Performance Task:** Literary Analysis Students read an excerpt from a short story, play, or other work of fiction and write or present a literary analysis explaining how the author’s literary choices contribute to a theme.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Opportunities to revise and reflect
- Writing from an opposing point of view and responding with evidence
- Compare and contrast productions of the same scenes

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

- Quill.org
- Vocab.com
- Fiction selections including novel excerpts, short stories, and plays

KEY VOCABULARY:

archetype, characterization, epigraph, foil, folktale, foreshadowing, irony, motif, tragic hero, soliloquy, monologue, aside, literary analysis, literary devices, theme

COURSE: English 10 Honors	GRADE/S: 10
UNIT 3: Voice in Synthesis	TIMEFRAME: ~4 weeks
<p>Unit Overview: In Unit 3, students are introduced to writing a synthesis. Throughout the unit, students are effectively being invited to join an ongoing conversation with experts. Students may approach this unit not feeling that they speak the same academic language or that their voices deserve to be heard in this arena; therefore, the overarching goal of the unit is to build students' analytical reading and writing skills so that they can develop and assert their evidence-based opinions with greater confidence and clarity. We are not only inviting them into the conversation; we are preparing them to take part.</p>	

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>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</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9–10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience. • Introduce the precise claim</p> <p>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</p> <p>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.</p> <p>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</p> <p>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.</p> <p>UNIT OBJECTIVES (SWBAT):</p>
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- 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:

- Close-reading
- Structured Conversations
- Word-study practice
- Think-alouds
- Write-pair-share
- Group presentations
- Annotating
- SOAPStone
- Jigsaw
- Lingering-Question Chat Wall
- Word Sort
- Says/Does Chart
- G-S-T sequence (General → Specific → Thesis)

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 that assess reading, writing, and language (including both vocabulary in context and grammar).
 - Writing and revising a one-paragraph synthesis argument using a limited number of sources
 - Composing a multi-paragraph argument, synthesizing material from at least two sources, and addressing diverse perspectives
 - Composing a synthesis argument, incorporating material from at least three sources
- **Summative: Performance Task:** Writing a Synthesis Argument Students read excerpts from at least five sources and write or present an analysis that synthesizes material from at least three of the sources and develops a position.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Guest speakers or expert interviews related to the synthesis topic
- Diverse reading materials to expose students to different perspectives and writing styles
- Socratic seminars to facilitate in-depth discussions

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

- Quill.org
- Vocab.com
- Non-fiction selections including book excerpts, government excerpts, cartoons, infographics, articles, and op-eds

KEY VOCABULARY:

Elaborate, synthesis, tenor, call to action, satire, verbatim, infographic, counterargument, evidence, reasoning, appeals, claim, ethos, pathos, logos

COURSE: English 10 Honors	GRADE/S: 10
UNIT 4: Purpose in Poetry and Prose	TIMEFRAME: ~4 weeks
Unit Overview: In Unit 4, students explore poetry by prioritizing the speaker's purpose and tone and also by appreciating how the various devices work together to achieve those purposes.	

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

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

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.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.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.

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:

- Modeling
- Think-alouds
- Word-study practice
- Collaborative paragraphs
- Quickwrites
- One-paragraph analyses
- Visual representations of paragraphs
- Gallery walks
- Line-by-line questioning
- Found poems
- Sentence frames
- Choral reading
- Annotating
- Part-to-whole-class discussion
- Write-pair-share
- Venn diagrams
- Evidence charts

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 that assess reading, writing, and language (including both vocabulary in context and grammar).
 - Writing a one-paragraph analysis of a shift in tone within a poem
 - Composing a multi-paragraph analysis of how a poet uses figurative language to emphasize shifts in tone and perspective
 - Writing a poetry analysis essay
- **Summative: Performance Task:** Writing a Poetry Analysis Students read a poem not studied in class and write an essay analyzing how the poet uses literary elements to convey a theme.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Opportunities to revise and reflect
- Poet study to deepen understanding of craft
- Word-study practice
- Lingered Question Chat Wall

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

- Quill.org
- Vocab.com
- Fiction selections, including essays, novellas, poems, songs

KEY VOCABULARY:

dynamic/static character, elegy, imagery, mood, tone, voice, omniscience, genre, free verse, repetition, anaphora, form, stanza, rhyme scheme, rhythm, extended metaphor