

Wallenpaupack Area School District Planned Course Curriculum Guide

Department: English

Name of Course: English 10 CP

Course Description:

This English Language Arts course for tenth grade is devoted to an academic study of American literature from the colonial period to the late twentieth century. Because much of the early literature is nonfiction (diaries, letters, sermons, almanacs, speeches, and foundational documents), there are many opportunities to analyze historical and informational texts. Students come to see the fluid relationship between fiction and nonfiction: for instance, the literary tropes in Jonathan Edwards’s “Sinners in the Hands of an Angry God,” or the dual historical contexts of Arthur Miller’s *The Crucible*. In seminars, students discuss questions such as “Does Anne Bradstreet’s work typify or differ from the other Puritan literature that you have read?” Throughout the semester, students have opportunities to make connections with history, art, and other subjects. Essays range from the analytical to the creative. Students will have the opportunity to write a narrative essay in the style of Thoreau’s *Walden* or compare the treatment of a given theme in works from different genres. Students build on their writing skills from previous years, integrating multiple sources and perspectives into their work, reading literary criticism, and writing longer and more complex essays. To reflect the increasing importance of graphics and visual images in texts published in print and electronic media, students are asked to analyze how such images both relate to written texts and serve as alternative forms of text themselves. By the end of the semester, students have a foundation in American literature and are ready to branch out into other cultural representations of literature.

Revision Date:

June 2014

Wallenpaupack Area School District Curriculum	
COURSE: English 10	GRADE/S: 10
UNITS 1-5: Understanding, Interpreting and Analyzing Fiction and Non-Fiction <ul style="list-style-type: none"> • The New World • A New Nation / Persuasion Politics • American Romanticism / Transcendentalism • Diversifying America • Emerging Modernism 	TIMEFRAME: 90 Days – 84 minute block

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</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. L.N.1.3.1 L.N.1.3.2 L.N.2.3.3</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. L.N.1.3.1 L.N.2.1.1 L.N.2.1.2</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. L.N.1.1.3 L.N.1.3.3 L.N.2.3.3 L.N.2.3.5 L.N.2.4.1 L.N.2.4.3</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. L.N.2.3.6</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. L.N.1.1.3 L.N.2.4.1</p>

L.N.2.4.3

CC.1.2.9–10.F

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

L.N.1.1.4

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.

L.N.2.2.3

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.

L.N.2.5.4

L.N.2.5.5

L.N.2.5.6

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.

L.N.1.2.4

L.N.1.2.1

L.N.1.2.2

L.N.1.2.3

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.

L.N.1.2.1

L.N.1.2.2

L.N.1.2.3

L.N.1.2.4

CC.1.2.9–10.L

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

Reading Literature

Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

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.

L.F.1.1.2

L.F.1.3.1

L.F.1.3.2

L.F.2.3.4

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.

L.F.1.1.1

L.F.1.3.1

L.F.2.1.2

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.

L.F.1.1.3

L.F.2.3.1

L.F.2.3.4

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.

L.F.2.3.6

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.

L.F.1.1.3

L.F.2.3.2

L.F.2.3.3

L.F.2.5.3

CC.1.3.9–10.F

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

L.F.2.3.5

L.F.2.5.1

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.

L.F.2.2.1

L.F.2.2.3

L.F.2.2.4

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.

L.F.2.2.2

L.F.2.4.1

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.

L.F.1.2.1

L.F.1.2.2

L.F.1.2.3

L.F.1.2.4

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.

L.F.1.2.1

L.F.1.2.2

L.F.1.2.3

L.F.1.2.4

CC.1.3.9–10.K

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

Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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.

C.E.1.1.1

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.

C.E.1.1.2

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.

C.E.1.1.3

C.E.1.1.5

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.

C.E.1.1.4

C.E.2.1.1

C.E.2.1.2

C.E.2.1.3

C.E.2.1.4

C.E.2.1.6

C.E.2.1.7

CC.1.4.9–10.F

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

C.E.1.1.5

C.E.3.1.1

C.E.3.1.2

C.E.3.1.3

C.E.3.1.4

C.E.3.1.5

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.

C.P.1.1.1

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.

C.P.1.1.2

C.P.1.1.3

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.

C.P.1.1.2

C.P.1.1.3

C.P.2.1.5

C.P.2.1.6

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.

C.P.1.1.4

C.P.2.1.1

C.P.2.1.2

C.P.2.1.3

C.P.2.1.4

C.P.2.1.6

C.P.2.1.7

CC.1.4.9–10.L

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

C.P.1.1.5

C.P.3.1.1

C.P.3.1.2

C.P.3.1.3

C.P.3.1.4

C.P.3.1.5

CC.1.4.9–10.M

Write narratives to develop real or imagined experiences or events.

.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.

Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

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.

COURSE OBJECTIVES:

Students are expected to

- use reading strategies to improve comprehension and to communicate effectively.
- analyze the different function that characters play in a literary text in order to foster an acceptance and respect of different cultures and linguistic traits.
- construct meaning from text by making connections from previous knowledge to new information.
- identify universal themes.
- evaluate how an author’s diction, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author’s purpose.
- apply effective strategies and techniques in their own writing.
- create and sustain arguments based on readings, research and/or personal experience.
- write for a variety of purposes.
- advance through the stages of the writing.

UNIT ONE – The New World

- Identify emerging themes in early American literature, such as a “new Eden,” “salvation,” and “cooperation and conflict.”
- Compare and contrast the experiences of America’s earliest settlers, as conveyed through primary source documents and literature of the Colonial Period.
- Identify and explain elements of Puritan literature.
- Explain “preaching” as a type of formal speech and explain its role in the “First Great Awakening.”
- Explain the role of religion in early American life.

UNIT TWO - A New Nation / Persuasion Politics

- Identify universal themes in American literature and explain the historic and literary significance found in America’s founding documents.
- Analyze how the qualities of effective persuasive techniques contribute to effective arguments.
- Analyze how tone is established in persuasive and argumentative writing.
- Analyze the use of rhetorical elements in persuasive texts.
- Compare and contrast points of view in arguments presented on related issues.
- Analyze the qualities of effective argument.

UNIT THREE - American Romanticism / Transcendentalism

- Define the major characteristics of American Romanticism (e.g., use of symbols, myth, and the “fantastic”; veneration of nature; celebration of the “self”; and isolationism).
- Compare and contrast transcendentalism and American Romanticism.
- Trace characterization techniques in American romantic selections.
- Analyze the structure and effectiveness of arguments in transcendental essays.
- Make connections between romantic literature and Puritan beliefs and values.

UNIT FOUR – Diversifying America

- Determine and analyze the development of the theme or themes in nineteenth century American literature (e.g., freedom, the American dream, racism, regionalism, and survival).
- Compare the treatment of related themes in different genres.
- Explain how fictional characters in late nineteenth-century America express the challenges facing America at the time, citing textual evidence from both fiction and nonfiction to substantiate claims.

UNIT FIVE - Emerging Modernism

- Analyze the relationship between themes in early twentieth-century American literature and nineteenth-century American thought.
- Identify characteristics of modern text.
- Define and explain the Harlem Renaissance.
- Explore the relationship between historical events and literature as they emerge in the works of Harlem Renaissance poets and authors.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Required Summer Reading:

Students must read two novels from the current English reading list.

Unit One: The New World

- Comprehension questions
- Small and large group discussions of Puritan values
- Journaling
- Vocabulary, grammar, and usage exercises
- Group work (choose one)
 - poem arrangement and organization
 - creating poems
 - Puritan love poem/song
- One nonfiction selection that reflects the theme of unit

Unit Two: A New Nation / Persuasion Politics

- Comprehension questions
- Small and large group discussions of persuasive techniques
- Journaling
- Vocabulary, grammar, and usage exercises
- Writing exercise

- Research and argumentative writing/presentation

Unit Three: American Romanticism / Transcendentalism

- Comprehension questions
- Historical background: Romanticism/Transcendentalism
- Small and large group discussions of romanticism and transcendentalism
- Journaling
- Vocabulary, grammar, and usage exercises
- Writing Exercise
 - Compare /Contrast Analysis: varying views of America through “I Hear America Singing” by Walt Whitman, “I, Too” by Langston Hughes and “To Walt Whitman” by Angela de Hoyos

Unit Four: Diversifying America

- Comprehension questions
- Historical background
- Small and large group discussions
- Journaling
- Vocabulary, grammar, and usage exercises
- Character sketch
 - Choose a character from the unit and create a character sketch.

Unit Five: Emerging Modernism

- Comprehension questions
- Historical background
- Small and large group discussions
- Journaling
- Vocabulary, grammar, and usage exercises
- Literary analysis
 - Critical Lens for To Kill a Mockingbird.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Pre Assessment – Learning Inventory on Career Cruising
- CDTs (Diagnostic)
- Keystones (Summative)
- Objective assessments
- Formal or informal writing assignments

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Proficient- 1500-1586 (70%-89%) Advanced- 1587-1800 (90%-100%)
- Objective Assessments score of 70% or better
- Summative Assessment- Formal writing assignments 70% or better

DIFFERENTIATED INSTRUCTION (Remediation/Extension):

Advanced

- Encourage students to conduct research beyond the material provided.
- Ask students to share their findings with their groups and incorporate appropriate material into

presentations.

- Encourage students to find examples of strong debates and create a rubric for what makes a strong debate. Share the rubric with all students, and point out these qualities during the debate

Struggling

- Encourage students to use ReadWriteThink's "Literary Graffiti Interactive" or other graphic organizers to help them visualize and comprehend.
- Pre-assess students for their knowledge about each unit and consider pre-teaching key ideas on the day prior (for example, giving them the handout of the lecture to read).
- Reteach students who have not obtained mastery of 70% or better.

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

Suggested Reading

The New World

- "To My Dear and Loving Husband" by Anne Bradstreet
- "Huswifery" by Edward Taylor
- "Sinners in the Hands of an Angry God" by Jonathan Edwards

A New Nation / Persuasion Politics

- "The Declaration of Independence" by Thomas Jefferson
- "Speech in the Virginia Convention" by Patrick Henry
- "Speech in the Convention" by Thomas Jefferson
- from *The Crisis, Number 1* OR *Common Sense* by Thomas Paine
- "The Star Spangled Banner" by Francis Scott Key
- "The Wild Honeysuckle" by Philip Freneau
- "The Indian Burying Ground" by Philip Freneau
- *The Autobiography of Ben Franklin*
- Aphorisms from *Poor Richard's Almanac*
- *The Interesting Narrative of the Life of Olaudah Equiano*

American Romanticism / Transcendentalism

- "The Devil and Tom Walker" by Washington Irving
- "The Fall of the House of Usher" by Edgar Allan Poe
- from Self-Reliance or from Nature by Ralph Waldo Emerson (Choose one)
- from Walden or from Civil Disobedience by Henry David Thoreau (Choose one)
- "The Ministers Black Veil" by Nathaniel Hawthorne

Optional

Choose a selection of poems from the authors listed below:

- Emily Dickinson
- Walt Whitman
- Selections in the text from the Fireside Poets
- William Cullen Bryant: "Thanatopsis"
- Robert Frost

- E.E. Cummings

Diversifying America

- “An Occurrence at Owl Creek Bridge” by Ambrose Bierce
- “The Outcasts of Poker Flat” by Bret Harte OR “To Build a Fire” by Jack London
- “The Gettysburg Address” OR “Second Inaugural Address” by Abraham Lincoln
- “Inaugural Address” (January 20, 1961) by John F. Kennedy
- “An Account of an Experience With Discrimination” by Sojourner Truth
- “Ain’t I A Woman” by Sojourner Truth
- from “My Bondage and My Freedom” by Frederick Douglass
- Spirituals: “Swing Low, Sweet Chariot” and “Go Down, Moses”
- “The Celebrated Jumping Frog of Calaveras County” by Mark Twain

Optional Novel

- The Call of the Wild by Jack London

Emerging Modernism

Drama

- *A Raisin in the Sun* by Lorraine Hansberry OR *The Crucible* by Arthur Miller

Novels

- The Old Man and the Sea by Ernest Hemingway OR Fahrenheit 451 by Ray Bradbury
- To Kill a Mockingbird by Harper Lee

Short Stories

- “Hills Like White Elephants” by Ernest Hemingway OR “A Rose for Emily” by William Faulkner

Poetry

- Various poetry selections from Robert Frost, T.S. Elliot, Langston Hughes, E.A. Robinson, and E.E. Cummings or other theme-related poetry

Suggested Resources/Assessments

- Textbook with supplemental materials
- Dictionaries
- Thesauruses
- Word Part Chart
- Word of the Day
- Quizlet (www.quizlet.com)
- Vocabulary Boxes
- SmartBoard Games/Presentation
- Podcasting/Creating Podcasts
- Rubistar (www.rubistar.com)
- Owl at Purdue
- <http://www.discoveryeducation.com/>
- <http://www.history.com/>
- <http://www.dukeofdefinition.com/english10.htm>
- ReadWriteThink Literary Graffiti Interactive <http://www.readwritethink.org/classroom-resources/student-interactives/literary-graffiti-30023.html>
- http://www.pbs.org/wnet/jimcrow/stories_events_scotts.html

- <http://www.pdesas.org/>

Suggested Reading Vocabulary Terminology

- Context clues
- Etymology
- Figurative language
- Generic literary terms with a focus on allusion, dialect, flashback, hyperbole, theme, motif, parable, simile, alliteration, assonance, consonance, rhyme, onomatopoeia, speaker, and tone.