

Wallenpaupack Area School District

COURSE: English 10 CP

GRADE LEVEL: 10

LENGTH OF COURSE: 90 days @ 84 minutes per day

TEXT: Prentice Hall Literature: Timeless Voices, Timeless Themes (The American Experience);
Prentice Hall Literature: The American Experience

PUBLISHER: Prentice-Hall, Inc.

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COURSE DESCRIPTION:

College Preparatory English 10 presents the literary periods as a framework for studying the emergence and growth of the American body of literature, from the oral tradition of the Native Americans through the Postmodernist writers of the 20th century. In addition to literature appreciation and analysis, the course emphasizes formal expository writing, including the research paper. Vocabulary, grammar, and spelling are taught in conjunction with the literature. Summer reading is a prerequisite for this course.

CURRICULUM WRITING TEAM:

Marianne R. Daniels
Donnamarie Finney

DATE OF REVISION:

2006

Wallenpaupack Area School District

Course: English 10 CP

Grade Level: 10

Unit: Early American Literature

PA Standards: 1.1.11 A, B, C, D, E, F, G
 1.3.11 A, B, C, E, F
 1.4.11 B, C
 1.5.11 A, B, C, D, E, F
 1.6.11 A, B, D, E
 1.7.11 A

Topics:	Skills:
<p>Core Native American literature: Choice of two from text Bradford: <i>from</i> <u>Of Plymouth Plantation</u> Historical background: Puritanism Edwards: <i>from</i> <u>Sinners in the Hands of an Angry God</u> Miller: <i>The Crucible</i> (See Contemporary unit)</p> <p>Supplemental Columbus: <i>from</i> <u>Journal of the First Voyage to America</u> Equiano: <i>from</i> <u>The Interesting Narrative</u> Smith: <i>from</i> <u>The General History of Virginia</u> Bradstreet: "To My Dear and Loving Husband"; "Upon the Burning of Our House" Taylor: "Huswifery" Hawthorne: <i>The Scarlet Letter</i> (See Romanticism unit)</p> <p>Other selections from the text</p>	<p>The students will be able to Trace the development of American literary thought Read and appreciate the early literature of America Become familiar with the characteristics of Puritanism Recognize characteristics of the literary period in representative texts Identify, describe, evaluate, and synthesize the essential ideas in text Establish a reading vocabulary by identifying and correctly using new words Use a dictionary or related reference Make and support assertions about text Make extensions to related ideas, topics, or information Evaluate the author's strategies Analyze use and effectiveness of literary elements and devices Examine narrative accounts Analyze a playwright's use and choice of words Read and respond to drama Write complex informational pieces (e.g., analyses, evaluations, essays) Demonstrate understanding of and competence in the domains of writing Ask clarifying questions Take notes Relate selections of literature to previous knowledge Contribute to discussions Describe the influence of historical events on the English language</p>

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Activities:	Performance Assessments:
<p>The students will</p> <ul style="list-style-type: none">Read silentlyRead aloudRead drama with appropriate expressionDiscuss plot, character, setting, themeDevelop vocabularyDiscuss characteristics of PuritanismCompose responses to comprehension, analysis, and critical thinking questionsWrite journal entriesWrite at least one formal expository pieceComplete individual and group projectsListen to multimedia presentations (video/audio)Engage in note-taking	<ul style="list-style-type: none">Class discussionsJournal/notebook assessmentsWritten quizzes/tests (objective and essay)Oral and written presentationsAt least one formal essay

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Unit: Literature of the Revolutionary Period

PA Standards: 1.1.11 A, B, C, D, E, F, G
1.2.11 A
1.3.11 A, C
1.6.11 A, B, D, E
1.7.11 A

Topics:	Skills:
<p>Core Historical background: The Age of Reason Franklin: <i>from</i> <u>The Autobiography</u> Paine: <i>from</i> "The Crisis, Number 1" Henry: Speech in the Virginia Convention</p> <p>Supplemental Jefferson: The Declaration of Independence Wheatley: "To His Excellency, General Washington" Franklin: Speech in the Convention; <i>from</i> <u>Poor Richard's Almanack</u> Adams: "Letter to Her Daughter from the New White House" de Crevecoeur: <i>from</i> <u>Letters from an American Farmer</u></p> <p>Other selections from the text</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> • Trace the development of American literary thought • Read and appreciate American literature of the Revolutionary period • Recognize characteristics of the literary period in representative texts • Analyze positions, arguments, and evidence in nonfiction texts • Evaluate text organization and content to determine the author's purpose and effectiveness • Analyze use and effectiveness of rhetorical devices • Establish a reading vocabulary by identifying and correctly using new words • Use a dictionary or related reference • Make and support assertions about text • Make extensions to related ideas, topics, or information • Ask clarifying questions • Take notes • Relate selections of literature to previous knowledge • Contribute to discussions • Describe the influence of historical events on the English language
Activities:	Performance Assessments:
<p>The students will Read silently Read aloud Develop vocabulary Discuss characteristics of the Age of Reason Compose responses to comprehension, analysis, and critical thinking questions Write journal entries Listen to multimedia presentations (video/audio) Engage in note-taking</p>	<p>Class discussions Journal/notebook assessments Written quizzes/tests (objective and essay) Oral and written presentations</p>

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Grade Level: 10

Unit: Romanticism in American Literature

PA Standards: 1.1.11 A, C, D, E, F, G
 1.3.11 A, B, C, D, F
 1.4.11 B, C
 1.5.11 A, B, C, D, E, F
 1.6.11 A, B, D, E
 1.7.11 A

Topics:	Skills:
<p>Core Historical background: Romanticism Irving: "The Devil and Tom Walker" Bryant: "Thanatopsis" Poe: "The Fall of the House of Usher" Historical background: Transcendentalism Emerson: <i>from Self-Reliance</i> Thoreau: <i>from Walden</i> Dickinson: Choice of five from text Whitman: Choice of three from text</p> <p>Suggested Hawthorne: <i>The Scarlet Letter</i> (See Early American unit)*</p> <p>Supplemental Selections in the text from the Fireside Poets Hawthorne: "The Minister's Black Veil" Melville: <i>from Moby-Dick</i> Emerson: <i>from Nature</i> Thoreau: <i>from Civil Disobedience</i></p> <p>Other selections from the text</p> <p>*To meet the novel study requirement for the course, either <i>The Scarlet Letter</i> or <i>The Adventures of Huckleberry Finn</i> (see Realism unit) will be covered in depth.</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> • Trace the development of American literary thought • Read and appreciate American literature of the period • Identify, describe, evaluate, and synthesize the essential ideas in text • Recognize characteristics of the literary period in representative texts • Establish a reading vocabulary by identifying and correctly using new words • Use a dictionary or related reference • Make and support assertions about text • Make extensions to related ideas, topics, or information • Evaluate the author's strategies • Analyze use and effectiveness of literary elements and devices • Write complex informational pieces (e.g., analyses, evaluations, essays) • Demonstrate understanding of and competence in the domains of writing • Ask clarifying questions • Take notes • Relate selections of literature to previous knowledge • Listen to selections of literature, and summarize and reflect on what has been heard • Contribute to discussions • Participate in small- and large-group discussions and presentations • Describe the influence of historical events on the English language

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Activities:	Performance Assessments:
The students will Read silently Read aloud Discuss plot, character, setting, theme Develop vocabulary Discuss characteristics of Romanticism Compose responses to comprehension, analysis, and critical thinking questions Write journal entries Write a formal expository piece Complete individual and group projects Listen to multimedia presentations (video/audio) Engage in note-taking	Class discussions Journal/notebook assessments Written quizzes/tests (objective and essay) Oral and written presentations

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Course: English 10 CP

Grade Level: 10

Unit: Realism in American Literature

PA Standards: 1.1.11 A, C, D, E, F, G
1.3.11 A, B, C, F
1.6.11 A, B, D, E
1.7.11 A

Topics:	Skills:
<p>Core Historical background: Realism/Regionalism/Naturalism Bierce: "An Occurrence at Owl Creek Bridge" Harte: "The Outcasts of Poker Flat" London: "To Build a Fire"</p> <p>Suggested Twain: <i>The Adventures of Huckleberry Finn</i>*</p> <p>Supplemental Crane: "An Episode of War" Douglass: from <i>My Bondage and My Freedom</i> Chopin: "The Story of an Hour" Cather: "A Wagner Matinee"</p> <p>Other selections from the text</p> <p>*To meet the novel study requirement for the course, either <i>The Adventures of Huckleberry Finn</i> or <i>The Scarlet Letter</i> (see Romanticism unit) will be covered in depth.</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> • Trace the development of American literary thought • Read and appreciate American literature of the period • Identify, describe, evaluate, and synthesize the essential ideas in text • Recognize characteristics of the literary period in representative texts • Establish a reading vocabulary by identifying and correctly using new words • Use a dictionary or related reference • Make and support assertions about text • Make extensions to related ideas, topics, or information • Evaluate the author's strategies • Analyze use and effectiveness of literary elements and devices • Write complex informational pieces (e.g., analyses, evaluations, essays) • Demonstrate understanding of and competence in the domains of writing • Ask clarifying questions • Take notes • Relate selections of literature to previous knowledge • Contribute to discussions • Describe the influence of historical events on the English language
Activities:	Performance Assessments:
<p>The students will Read silently Read aloud Discuss plot, character, setting, theme Develop vocabulary Discuss characteristics of Realism, Regionalism, and Naturalism Compose responses to comprehension, analysis, and critical thinking questions Write journal entries</p>	<p>Class discussions Journal/notebook assessments Written quizzes/tests (objective and essay) Oral and written presentations At least one formal essay</p>

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Activities: (continued)	
Write a formal expository piece Complete individual and group projects Listen to multimedia presentations (video/audio) Engage in note-taking	

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Course: English 10 CP

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Unit: Modernism in American Literature

PA Standards: 1.1.11 A, C, D, E, F, G
1.3.11 A, B, C, D, F
1.6.11 A, B, D, E
1.7.11 A

Topics:	Skills:
<p>Core Historical background: Modernism Porter: "The Jilting of Granny Weatherall" Frost: Choice of three from text The Harlem Renaissance: Choice of three from text</p> <p>Supplemental Wolfe: "The Far and the Near" Welty: "A Worn Path" Steinbeck: <i>Of Mice and Men</i>; "The Turtle" Hemingway: <i>The Old Man and the Sea</i>; "In Another Country" Anderson: "The Corn Planting" Sandburg: "Chicago," "Grass" Thurber: "The Night the Ghost Got In"</p> <p>Other selections from the text</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> • Trace the development of American literary thought • Read and appreciate American literature of the period • Identify, describe, evaluate, and synthesize the essential ideas in text • Recognize characteristics of the literary period in representative texts • Establish a reading vocabulary by identifying and correctly using new words • Use a dictionary or related reference • Make and support assertions about text • Make extensions to related ideas, topics, or information • Evaluate the author's strategies • Analyze use and effectiveness of literary elements and devices • Ask clarifying questions • Take notes • Relate selections of literature to previous knowledge • Contribute to discussions • Describe the influence of historical events on the English language
Activities:	Performance Assessments:
<p>The students will Read silently Read aloud Discuss plot, character, setting, theme Develop vocabulary Discuss characteristics of Modernism Compose responses to comprehension, analysis, and critical thinking questions Write journal entries Listen to multimedia presentations (video/audio) Engage in note-taking</p>	<p>Class discussions Journal/notebook assessments Written quizzes/tests (objective and essay) Oral and written presentations</p>

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Course: English 10 CP

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Unit: Contemporary American Literature

PA Standards: 1.1.11 A, C, D, E, F, G
1.3.11 A, B, C, F
1.6.11 A, B, D, E
1.7.11 A

Topics:	Skills:
<p>Core Background: Contemporary literature Choice of three representative selections from the text Miller: <i>The Crucible</i> (See Early American unit)</p> <p>Supplemental Lee: <i>To Kill a Mockingbird</i></p>	<p>The students will be able to</p> <ul style="list-style-type: none"> • Trace the development of American literary thought • Read and appreciate contemporary American literature • Identify, describe, evaluate, and synthesize the essential ideas in text • Recognize characteristics of the literary period in representative texts • Establish a reading vocabulary by identifying and correctly using new words • Use a dictionary or related reference • Make and support assertions about text • Make extensions to related ideas, topics, or information • Evaluate the author's strategies • Analyze use and effectiveness of literary elements and devices • Ask clarifying questions • Take notes • Relate selections of literature to previous knowledge • Contribute to discussions • Describe the influence of historical events on the English language
Activities:	Performance Assessments:
<p>The students will Read silently Read aloud Read drama with appropriate expression Discuss plot, character, setting, theme Develop vocabulary Discuss characteristics of Postmodernism Compose responses to comprehension, analysis, and critical thinking questions Write journal entries Listen to multimedia presentations (video/audio) Engage in note-taking</p>	<p>Class discussions Journal/notebook assessments Written quizzes/tests (objective and essay) Oral and written presentations</p>

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Unit: The Research Paper

PA Standards: 1.2.11 A, B
1.4.11 B, C
1.5.11 A, B, C, D, E, F
1.8.11 A, B, C

Topics:	Skills:
<p>Topic selection and narrowing Research skills Information evaluation Thesis development Outlining Paraphrasing MLA format for research</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> • Think critically and take a position on an issue of importance • Plan a three-to-five-page research paper that advances a central thesis statement • Gather, analyze, and evaluate information • Organize information effectively • Include convincing, elaborate, and properly cited evidence • Anticipate and counter reader concerns and arguments • Establish and maintain a single point of view (Focus) • Write using well-developed and appropriate content • Use appropriate style and language • Use correct writing conventions • Demonstrate competency in prewriting, drafting, revising, editing, and proofreading • Participate in and contribute to small- and large-group discussions • Interpret and apply the PSSA Domain Scoring Guide
Activities:	Performance Assessments:
<p>The students will Study several research paper examples to build their understanding of the task Choose and narrow a topic Conduct library research Write paraphrases and summaries of factual information Compose thesis statements Develop formal outlines Write effective introductions (inverted pyramid format) and conclusions Write research paper drafts Apply MLA style conventions</p>	<p>Research process Drafts of thesis statements Drafts of outlines Drafts of paper Final research paper</p>