

Southern York County School District Instructional Plan

Course/Subject: English Language Arts

Grade Level : 10 Honors

Textbook(s)/Instructional Materials Used:

Elements of Literature 3rd Course-HBJ-ISBN: 0-03-074196-3

To Kill A Mockingbird by Harper Lee- Grand Central Publishing-ISBN: 978-0-446-31078-9

A Tale of Two Cities by Charles Dickens-Penguin Books-ISBN: 978-0-141-43960-0

Dates: August through Mid-October

Unit Plan: *The Odyssey*

Stage 1 – Desired Results

PA Core State Assessments/Standards:

CC 1.2.10J

Vocabulary Acquisition

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.

C.C.1.3.9-10.A

Analyzing and Interpreting Literature-Fiction

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.

C.C.1.3.9.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.

C.C.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.

C.C.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.

C.C.1.3.9-10.F

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

C.C.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.

C.C.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.

C.C.1.3.9-10.I

Reading for Meaning

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.

C.C.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.

C.C.1.3.9-10.K

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

C.C.1.4.9-10.A

Writing Informative/Explanatory

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

C.C.1.4.9-10.B

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

C.C.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.C.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.C.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.C.1.4.9-10. F

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

C.C.1.4.9-10.G.

Write arguments to support claims in an analysis of substantive topics.

C.C.1.4.9-10.H

Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise claim.

C.C.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.C.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.C.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.C.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.S

Response to Literature

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

C.C.1.4.9-10.T

Writing: Production and Distribution

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.

C.C.1.4.9-10.U

Writing with Technology and Publication

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.

C.C.1.4.9-10.V

Writing with Conducting Research

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

Credibility, Reliability, and Validity of Sources

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

Range of Writing

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.

C.C.1.5.9-10.A

Speaking and Listening: Collaboration

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.

C.C.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.

C.C.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.

C.C.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.

C.C.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

Conventions of standard English

Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.

Understanding(s):

Students will understand:

1. *Vocabulary acquisition impacts writing, reading, and speaking effectiveness at the college and career readiness level.* (CC.1.2.10.J)

Essential Question(s):

- *How can understanding words improve daily communication?* (CC.1.2.10.J)
- *How can the reader know what an author means?* (CC.1.3.9–10.A, CC.1.3.9-10.B, CC.1.3.9-10.D, CC.1.3.9-10.E, CC.1.3.9-

<p>2. <i>Students will understand how to determine the themes of an epic piece of literature thru analyzing character relationships, setting, author's style, plot, and various literary elements.</i> (CC.1.3.9–10.A, CC.1.3.9-10.B, 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)</p> <p>3. <i>Effective compositions examine and convey complex ideas, concepts, and information clearly.</i>(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, C.C.1.4.9-10.G, C.C.1.4.9-10.H, C.C.1.4.9-10.I, C.C.1.4.9-10.J, C.C.1.4.9-10.K, C.C.1.4.9-10.L,CC.1.4.9-10.S, CC.1.4.9-10.T, CC.1.4.9-10.X)</p> <p>4. <i>Students will produce, publish, and update individual or shared writing or research projects without plagiarism to answer a question or problem in conjunction with current media to flexibly and dynamically display information appropriately.</i> (CC.1.4.10.U, CC.1.4.10.V, CC.1.4.10.W, CC.1.4.10.X, CC.1.5.10.C, CC.1.5.10.D, CC.1.5.10.F)</p> <p>5. <i>Students will practice participating during collaborative discussions.</i> (CC. 1.5.9-10.A, CC.1.5.9-10.B, CC 1.5.9-10.C, CC.1.5.9-10.D, CC.1.5.9-10.E, CC.1.5.9-10.G)</p>	<p>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)</p> <ul style="list-style-type: none"> ▪ <i>How do I effectively communicate my ideas in writing?</i> (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.S, CC.1.4.9-10.T, CC.1.4.9-10.X) ▪ <i>How should I properly conduct and share writing and research projects?</i> (CC.1.4.10.U, CC.1.4.10.V, CC.1.4.10.W, CC.1.4.10.X, CC.1.5.10.C, CC.1.5.10.D, CC.1.5.10.F) ▪ <i>How can I effectively participate and collaborate during group discussions?</i> (CC. 1.5.9-10.A, CC.1.5.9-10.B, CC 1.5.9-10.C, CC.1.5.9-10.D, CC.1.5.9-10.E, CC.1.5.9-10.G)
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<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ Major themes present in <i>The Odyssey</i> ▪ Background information including the Trojan War, <i>The Iliad</i>, and Homer ▪ The following terms to <i>The Odyssey</i>: oral tradition, epic, epic hero, epic simile, rhapsode, myth, dramatic irony, epithet, double determination, and deliberation scene ▪ The plot and literary techniques used in <i>The Odyssey</i> 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Compose a coherent essay on the plot, themes, and/or literary techniques used in <i>The Odyssey</i> ▪ Provide supporting details from the text to establish the major themes ▪ Compare obstacles from <i>The Odyssey</i> to reality ▪ Answer questions from the book and handout in class and discussions
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<p>Dates: Mid/end-October through Mid-January</p>	<p>Unit Plan: The Novel - <i>To Kill a Mockingbird</i></p>
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Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <p>C.C.1.2.9-10.A Reading Informational Text Key Ideas and Details: Main Idea 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>C.C.1.2.9-10.L Reading Informational Text Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>C.C.1.2.9-10.J</p>
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Reading for Meaning- Nonfiction

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.

C.C.1.2.9-10.K

Reading Information Text: Vocabulary Acquisition

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.

C.C.1.3.9-10.A

Analyzing and Interpreting Literature-Fiction

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.

C.C.1.3.9.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.

C.C.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.

C.C.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.

C.C.1.3.9-10.F

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

C.C.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.

C.C.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.

C.C.1.3.9-10.I

Reading for Meaning

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.

C.C.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.

C.C.1.3.9-10.K

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

C.C.1.4.9-10.A

Writing Informative/Explanatory

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

C.C.1.4.9-10.B

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

C.C.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.C.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.C.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.C.1.4.9-10.F

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

C.C.1.4.9-10.H

Writing: Opinion or Argumentative

Write with a sharp, distinct focus identifying topic, task, and audience. (Introduce the precise claim).

C.C.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.C.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.C.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.C.1.4.9-10.L

Writing: Opinion and Argumentative

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

C.C.1.4.9-10.Q

Writing: Narrative

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.

C.C.1.4.9-10.R

Writing: Narrative

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

C.C.1.4.9-10.T

Writing: Production and Distribution

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.

C.C.1.4.9-10.U

Writing with Technology and Publication

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.

C.C.1.4.9-10.V

Writing with Conducting Research

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.

C.C.1.5.9-10.A

Speaking and Listening: Collaboration

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.

C.C.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.

C.C.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.

C.C.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.

C.C.1.5.9-10.E

Adapt speech to a variety of contexts and tasks.

Understanding(s):

Students will understand...

1. *Vocabulary acquisition impacts writing, reading, and speaking effectiveness at the college and career readiness level. (CC.1.2.9-10.J)*
2. *Accurate spelling, correct usage of parts of speech, and precise meanings of known and unknown words and phrases aid in clear understanding of content and communication. (CC.1.2.9-10.A, J, CC.1.2.9-10.K, CC. 1.4.9.F, CC.1.4.9-10.L, CC. 1.4.9-10.Q, CC.1.4.9-10.R)*
3. *Students write for different purposes and audiences in a clear and focused style to convey a well-defined perspective with appropriate content. (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.H, CC.1.4.9-10.I, CC.1.4.9-10.J, CC.1.4.9-10.K, CC. 1.4.9-10.Q, CC.1.4.9-10.T)*
4. *Students will write argumentative pieces to support claims in analysis of essential topics. (CC.1.4.10.G, CC.1.4.10.H, CC.1.4.10.I, CC.1.4.10.J, CC.1.4.10.T)*
5. *Students will understand how to determine the themes of a novel thru analyzing an author's point of view or purpose, character relationships, setting, author's style, plot, and various literary elements, alongside background informational/nonfiction supplementary pieces. (CC.1.3. 9-10.A, CC.1.3.9-10.B, 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-*

Essential Question(s):

- *How can understanding words improve daily communication? (CC.1.2.9-10.J)*
- *How does correct word choice, spelling, and grammar affect accuracy of communication? (CC.1.2.9-10.J, CC.1.2.9-10.K, CC. 1.4.9.F, CC.1.4.9-10.L, CC. 1.4.9-10.Q, CC.1.4.9-10.R)*
- *How do I write for different purposes, and how do I express my ideas clearly in writing? (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.H, CC.1.4.9.I, CC.1.4.9-10.J, CC.1.4.9-10.K, CC. 1.4.9-10.Q, CC.1.4.9-10.T)*
- *How do I write an argumentative piece? (CC.1.4.10.G, CC.1.4.10.H, CC.1.4.10.I, CC.1.4.10.J, CC.1.4.10.T)*
- *How can the reader know what an author means? (CC.1.3. 9-10.A, CC.1.3.9-10.B, 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, CC.1.2.9-10.A, CC.1.2.9-10.L)*
- *How should I properly conduct and share writing and research projects? (CC.1.4.10.U, CC.1.4.10.V, CC.1.4.10.W, CC.1.4.10.X, CC.1.5.10.C, CC.1.5.10.D, CC.1.5.10.F)*
- *How can I effectively participate and collaborate during group discussions? (CC. 1.5.9-10.A, CC.1.5.9-10.B-C, CC.1.5.9-10.D, CC.1.5.9-10.E)*

<p>10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K, CC.1.2.9-10.A, CC.1.2.9-10.L)</p> <p>6. <i>Students will produce, publish, and update individual or shared writing or research projects without plagiarism to answer a question or problem in conjunction with current media to flexibly and dynamically display information appropriately. (CC.1.4.10.U, CC.1.4.10.V, CC.1.4.10.W, CC.1.4.10.X, CC.1.5.10.C, CC.1.5.10.D, CC.1.5.10.F)</i></p> <p>7. <i>Students will practice participating during collaborative discussions. (CC. 1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.D, CC.1.5.9-10.E)</i></p>	
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ Plot of novel ▪ Definitions and use of literary terms including symbolism, point of view, mirror pairs, foil pairs, theme, setting, protagonist, external conflict, and internal conflict. ▪ Importance of time period to novel’s plot ▪ Meaning of novel’s title 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Analyze novel (plot, characters, literary elements) through in class writing/composition ▪ Craft and discuss thematic statements for novel ▪ Discuss characters who are mockingbirds and the reasons why they are mockingbirds ▪ Complete teacher made handouts ▪ Discuss/analyze author’s purpose as well as the impact the setting has on the plot
<p>Dates: Mid-January through March</p>	<p>Unit Plan: Short Stories and Nonfiction Essays</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core State Assessments/Standards:</p> <p>C.C.1.2.9-10.A Reading Informational Text Key Ideas and Details: Main Idea 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>C.C.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>C.C.1.2.9-10.C Key Ideas and Details: Text Analysis 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>C.C.1.2.9-10.D Craft and Structure: Point of view 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 Craft and Structure: Text Structure 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.F Craft and Structure: Vocabulary Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.9–10.G</p>	

Integration of Knowledge and Ideas: Diverse Media

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

Integration of Knowledge and Ideas: Evaluating Arguments

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

Integration of Knowledge and Ideas: Analysis Across Texts

Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

C.C.1.3.9-10.A

Analyzing and Interpreting Literature-Fiction

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.

C.C.1.3.9.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.

C.C.1.3.9-10.C

Key Ideas and Details: Literary Elements

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

C.C.1.4.9-10.B

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

C.C.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.C.1.5.9-10.A

Speaking and Listening: Collaboration

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.

C.C.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.

C.C.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.

C.C.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.

C.C.1.5.9-10.E

Adapt speech to a variety of contexts and tasks.

C.C.1.5.9-10.F

Integration of Knowledge

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Understanding(s):

Students will understand...

1. *Literature, both fiction and nonfiction, contains experiences, life lessons, and conflicts readers can learn from and use in their daily lives.*

Essential Question(s):

- *How can short stories and essays reveal truth? (1.2.10. A, 1.2.10.B, 1.2.10.C, 1.2.10.D, 1.3.10.A, 1.3.10.B, 1.3.10.C)*

<p>(1.2.10.A,- 1.2.10.I, 1.3.10.A, 1.3.10.B, 1.3.10.C)</p> <p>2. <i>Author's use of effective tone, vocabulary, and point of view.</i> (1.2.10.E-1.2.10.I, 1.3.10.A-C)</p> <p>3. <i>Vocabulary expansion impacts writing effectiveness.</i> (1.1.10.B, 1.1.10.C)</p> <p>4. <i>Accurate spelling, parts of speech, and definitions of words aid in clear understanding of content.</i> (1.2.10.A, 1.2.10.F)</p> <p>5. <i>Good grammar allows for clarity when reading and writing.</i> (1.4.10.B-C)</p> <p>6. <i>Crafting an effective essay requires the use of transitions, support, and examples.</i> (1. 4.10. B, 1.4.10.C, 1.5.10.A-F)</p> <p>Speaking and Listening Standards:</p> <p>1. (1.5.10.A-B)</p>	<ul style="list-style-type: none"> ▪ <i>How can the reader know what the author means?</i> (1.2.10.A-1.2.10.I) ▪ <i>How can understanding words improve daily communication?</i> (1.2.10.A-F) ▪ <i>How does correct spelling affect accuracy of communication?</i> (1.2.10.A-F) ▪ <i>Why does grammar matter?</i> (1.4.10.B) ▪ <i>How do I organize an essay?</i> (1.4.10.B, 1.4.10.C, 1.5.10.A-F) ▪ <i>How do I express my ideas clearly in writing?</i> (1.4.10.B, 1.4.10.C, 1.5.10.A-F) ▪ <i>To what extent does literature help us understand our world, past and present?</i> (1.1.10.A, 1.1.10.D, 1.2.10.A, 1.2.10.B, 1.2.10.C, 1.2.10.D, 1.3.10.A, 1.3.10.B, 1.3.10.C)
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ Definitions for literary elements used including climax, characterization, theme, suspense, plot, conflict, irony, setting, point of view, mood, and tone. ▪ Plot of each work of literature ▪ Themes of each work of literature as well as work's timelessness and relevance 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Determine characters' conflicts and motivations ▪ Determine effective of setting ▪ Chart the plot ▪ Craft thematic statements and discuss work's relevance to today's culture
<p>Dates: January – Mid-March through April (Ongoing*)</p>	<p>Unit Plan: Poetry</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core State Assessments/Standards:</p> <p>C.C.1.2.9-10.A Reading Informational Text Key Ideas and Details: Main Idea 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>C.C.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>C.C.1.2.9-10.C Key Ideas and Details: Text Analysis 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>C.C.1.2.9-10.D Craft and Structure: Point of view Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p>C.C.1.2.9-10.F Craft and Structure: Vocabulary Analyze how words and phrases shape meaning and tone in texts.</p> <p>C.C.1.3.9-10.A Analyzing and Interpreting Literature-Fiction</p>	

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.

C.C.1.3.9.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.

C.C.1.3.9-10.C

Key Ideas and Details: Literary Elements

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

C.C.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.

C.C.1.4.9-10.B

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

C.C.1.5.9-10.A

Speaking and Listening: Collaboration

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.

C.C.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.

C.C.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.

C.C.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.

C.C.1.5.9-10.E

Adapt speech to a variety of contexts and tasks.

C.C.1.5.9-10.F

Integration of Knowledge

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Understanding(s):

Students will understand...

1. *Poetry provides insight into our society, culture, and human condition. (1.1.10.A, 1.1.10.D, 1.2.10.A, 1.2.10.D, 1.3.10.A, 1.3.10.B, 1.3.10.C, 1.3.10.D)*
2. *Theme helps us to determine a poem's purpose. (1.2.10.A, 1.3.10.D)*
3. *Vocabulary expansion impacts writing effectiveness. (1.2.10.F)*
4. *Accurate spelling, parts of speech, and definitions of words aid in clear understanding of content. (1.1.10.B, 1.1.10.C)*
5. *Good grammar allows for clarity when reading and writing. (1.1.4.10.B)*

Essential Question(s):

- *Why is poetry important? (1.1.10.A, 1.1.10.D, 1.2.10.A, 1.2.10.D, 1.3.10.A, 1.3.10.B, 1.3.10.C, 1.3.10.D)*
- *How does one read/analyze a poem? (1.1.10.A, 1.2.10.A, 1.3.10.D)*
- *What purpose does this poem serve? (1.1.10.A, 1.2.10.A, 1.3.10.D)*
- *How can understanding words improve daily communication? (1.1.10.B, 1.1.10.C)*
- *How does correct spelling affect accuracy of communication? Accurate spelling, parts of speech, and definitions of words aid in clear understanding of content. (1.1.10.B, 1.1.10.C)*
- *Why does grammar matter? (1.1.4.10.B)*

<p>6. <i>Crafting an effective essay requires the use of transitions, support, and examples.</i> (1.4.10.B, 1.5.10.A-F)</p> <p>Speaking and Listening Standards:</p> <p>1. (1.5.10.A-B)</p>	<ul style="list-style-type: none"> ▪ <i>How do I organize an essay?</i> (1.4.10.B, 1.5.10.A-F) ▪ <i>How do I express my ideas clearly in writing?</i> 1.4.10.B, 1.5.10.A-F
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ Classifications of poems (narrative, sonnet, ballet, lyric, elegy) ▪ Figurative language techniques (metaphor, simile, personification, assonance, alliteration) ▪ Techniques used to craft poetry (meter, rhyme, free verse, tone) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Define, identify, and discuss effective of poetic techniques ▪ Analyze structure of a poem ▪ Determine meaning of poem

<p>Dates: March through end of April</p>	<p>Unit Plan: <i>Animal Farm</i></p>
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Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <p>CC.1.2.9-10.J Reading Informational Text Vocabulary Acquisition and Use 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.</p> <p>CC. 1.2.9-10.K Reading Informational Text Vocabulary Acquisition and Use 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. 1.2.9-10. L Reading Informational Text Range of Reading Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC. 1.2.9-10.A Reading Informational Text Key Ideas and Details: Main Ideas 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 Reading Informational Text Key Ideas and Details: Text Analysis 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 Reading Informational Text Key Ideas and Details: Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC. 1.2. 9-10. D. Reading Informational Text Craft and Structure: Point of View Evaluate how the author's point of view or purpose shapes the content and style of a text.</p> <p>CC. 1.3. 9-10.A</p>
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Reading Literature

Key Ideas and Details: Theme

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC. 1.3. 9-10. B

Reading Literature

Key Ideas and Details: Text Analysis

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC. 1.3. 9-10. C

Reading Literature

Key Ideas and Details: Literary Elements

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC. 1.3. 9-10. D

Reading Literature

Craft and Structure: Point of View

Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC. 1.3.9-10. E

Reading Literature

Craft and Structure: Text Structure

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC. 1. 3. 9-10. F

Reading Literature

Craft and Structure: Vocabulary

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

CC.1.3.9-10.H

Reading Literature

Integration of Knowledge and Ideas

Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC. 1. 3. 9-10. I

Reading Literature

Vocabulary Acquisition and Use

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

Reading Literature

Vocabulary Acquisition and Use

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

Reading Literature

Range of Reading

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

CC.1.4.9-10.F

Writing

Informative/ Explanatory: Conventions of Language

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

CC.1.4.9-10.L

Writing

Opinion/Argumentative: Conventions of Language

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

CC.1.4.9-10.Q

Writing

Narrative Style

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

Writing

Narrative/ Conventions of Language

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

CC. 1.4. 9-10. S

Writing

Response to Literature

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

Writing

Production and Distribution of Writing: Writing Process

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

Understanding(s):

Students will understand...

- 1. Vocabulary acquisition impacts writing, reading, and speaking effectiveness at the college and career readiness level. (CC.1.2.9-10.J)*
- 2. Accurate spelling, correct usage of parts of speech, and precise meanings of known and unknown words and phrases aid in clear understanding of content and communication. (CC.1.2.9-10.J, CC.1.2.9-10.K, CC. 1.4.9.F, CC.1.4.9-10.L, CC. 1.4.9-10.Q, CC.1.4.9-10.R)*
- 3. Students write for different purposes and audiences in a clear and focused style to convey a well-defined perspective with appropriate content. (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.H, CC.1.4.9-10.I, CC.1.4.9-10.J, CC.1.4.9-10.K, CC. 1.4.9-10.Q, CC.1.4.9-10.T)*
- 4. Students will write argumentative pieces to support claims in analysis of essential topics. (CC.1.4.10.G, CC.1.4.10.H, CC.1.4.10.I, CC.1.4.10.J, CC.1.4.10.T)*
- 5. Students will understand how to determine the themes of a novel thru analyzing an author's point of view or purpose, character relationships, setting, author's style, plot, and various literary elements, alongside background informational/nonfiction supplementary pieces. (CC.1.3. 9-10.A, CC.1.3.9-10.B, 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-*

Essential Question(s):

- How can understanding words improve daily communication? (CC.1.2.9-10.J)*
- How does correct word choice, spelling, and grammar affect accuracy of communication? (CC.1.2.9-10.J, CC.1.2.9-10.K, CC. 1.4.9.F, CC.1.4.9-10.L, CC. 1.4.9-10.Q, CC.1.4.9-10.R)*
- How do I write for different purposes, and how do I express my ideas clearly in writing? (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.H, CC.1.4.9.I, CC.1.4.9-10.J, CC.1.4.9-10.K, CC. 1.4.9-10.Q, CC.1.4.9-10.T)*
- How do I write an argumentative piece? (CC.1.4.10.G, CC.1.4.10.H, CC.1.4.10.I, CC.1.4.10.J, CC.1.4.10.T)*
- How can the reader know what an author means? (CC.1.3. 9-10.A, CC.1.3.9-10.B, 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, CC.1.2.9-10.A, CC.1.2.9-10.L)*
- How should I properly conduct and share writing and research projects? (CC.1.4.10.U, CC.1.4.10.V, CC.1.4.10.W, CC.1.4.10.X, CC.1.5.10.C, CC.1.5.10.D, CC.1.5.10.F)*
- How can I effectively participate and collaborate during group discussions? (CC.*

<p>10.H, CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.3.9-10.K, CC.1.2.9-10.A, CC.1.2.9-10.L)</p> <p>6. <i>Students will produce, publish, and update individual or shared writing or research projects without plagiarism to answer a question or problem in conjunction with current media to flexibly and dynamically display information appropriately.</i> (CC.1.4.10.U, CC.1.4.10.V, CC.1.4.10.W, CC.1.4.10.X, CC.1.5.10.C, CC.1.5.10.D, CC.1.5.10.F)</p> <p>7. <i>Students will practice participating during collaborative discussions.</i> (CC. 1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.D, CC.1.5.9-10.E, CC.1.5.9-10.F)</p>	<p>1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.D, CC.1.5.9-10.E, CC.1.5.9-10.F)</p>
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ Definitions of the following: fable, satire, allegory, parable, political satirist, dramatic irony, situational irony, verbal irony, caricature, propaganda, allusion, and euphemism ▪ Background information on George Orwell ▪ Background information on the Russian Revolution, including key figures 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Improve reading proficiency and expand vocabulary ▪ define literary terms ▪ identify the allegorical connections to the Russian Revolution ▪ identify the methods of propaganda used in the novel and examine propaganda in television commercials ▪ analyze the points made through satire and how they are created through fable, irony, caricature (communism, government, leaders, humanity) ▪ analyze the key characters and conflicts ▪ analyze the themes and how they apply to our world today
<p>Dates: April</p>	<p>Unit Plan: <i>A Tale of Two Cities</i></p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core State Assessments/Standards:</p> <p>CC.1.2.9-10.J Reading Informational Text: Vocabulary Acquisition and Use 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.</p> <p>CC. 1.2.9-10.K Reading Informational Text: Vocabulary Acquisition and Use 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. 1.2.9-10. L Reading Informational Text: Range of Reading Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC. 1.2.9-10.A Reading Informational Text Key Ideas and Details: Main Ideas</p>	

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

Reading Informational Text

Key Ideas and Details: Text Analysis

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

Reading Informational Text

Key Ideas and Details: Text Analysis

Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

CC. 1.2. 9-10. D.

Reading Informational Text

Craft and Structure: Point of View

Evaluate how the author's point of view or purpose shapes the content and style of a text.

CC. 1.3. 9-10.A

Reading Literature

Key Ideas and Details: Theme

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC. 1.3. 9-10. B

Reading Literature

Key Ideas and Details: Text Analysis

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC. 1.3. 9-10. C

Reading Literature

Key Ideas and Details: Literary Elements

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC. 1.3. 9-10 D

Reading Literature

Craft and Structure: Point of View

Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC. 1.3.9-10. E

Reading Literature

Craft and Structure: Text Structure

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC. 1. 3. 9-10. F

Reading Literature

Craft and Structure: Vocabulary

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

CC.1.3.9-10.H

Reading Literature

Integration of Knowledge and Ideas

Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC. 1. 3. 9-10. I

Reading Literature

Vocabulary Acquisition and Use

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

Reading Literature

Vocabulary Acquisition and Use

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

Reading Literature

Range of Reading

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

CC.1.4.9-10.F

Writing

Informative/Explanatory: Conventions of Language

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

CC.1.4.9-10.L

Writing

Opinion/Argumentative: Conventions of Language

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

CC.1.4.9-10.Q

Writing

Narrative Style

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

Writing

Narrative Conventions of Language

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

CC. 1.4. 9-10. S

Writing

Response to Literature

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

Writing

Production and Distribution of the Writing Process

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.

Understanding(s):

Students will understand...

1. *Vocabulary acquisition impacts writing, reading, and speaking effectiveness at the college and career readiness level. (CC.1.2.9-10.J)*
2. *Accurate spelling, correct usage of parts of speech, and precise meanings of known and unknown words and phrases aid in clear understanding of content and communication. (CC.1.2.9-10.J, CC.1.2.9-10.K, CC. 1.4.9.F, CC.1.4.9-10.L, CC. 1.4.9-10.Q, CC.1.4.9-10.R)*
3. *Students write for different purposes and audiences in a clear and focused style to convey a well-defined perspective with appropriate content. (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.H,*

Essential Questions:

- *How can understanding words improve daily communication? (CC.1.2.9-10.J)*
- *How does correct word choice, spelling, and grammar affect accuracy of communication? (CC.1.2.9-10.J, CC.1.2.9-10.K, CC. 1.4.9.F, CC.1.4.9-10.L, CC. 1.4.9-10.Q, CC.1.4.9-10.R)*
- *How do I write for different purposes, and how do I express my ideas clearly in writing? (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.H, CC.1.4.9.I, CC.1.4.9-10.J, CC.1.4.9-10.K, CC. 1.4.9-10.Q, CC.1.4.9-10.T)*

CC.1.4.9-10.I, CC.1.4.9-10.J, CC.1.4.9-10.K, CC. 1.4.9-10.Q, CC.1.4.9-10.T)

4. *Students will write argumentative pieces to support claims in analysis of essential topics.* (CC.1.4.10.G, CC.1.4.10.H, CC.1.4.10.I, CC.1.4.10.J, CC.1.4.10.T)
5. *Students will understand how to determine the themes of a novel thru analyzing an author's point of view or purpose, character relationships, setting, author's style, plot, and various literary elements, alongside background informational/nonfiction supplementary pieces.* (CC.1.3. 9-10.A, CC.1.3.9-10.B, 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, CC.1.2.9-10.A, CC.1.2.9-10.L)
6. *Students will produce, publish, and update individual or shared writing or research projects without plagiarism to answer a question or problem in conjunction with current media to flexibly and dynamically display information appropriately.* (CC.1.4.10.U, CC.1.4.10.V, CC.1.4.10.W, CC.1.4.10.X, CC.1.5.10.C, CC.1.5.10.D, CC.1.5.10.F)
7. *Students will practice participating during collaborative discussions.* (CC. 1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.D, CC.1.5.9-10.E)

- *How do I write an argumentative piece?* (CC.1.4.10.G, CC.1.4.10.H, CC.1.4.10.I, CC.1.4.10.J, CC.1.4.10.T)
- *How can the reader know what an author means?* (CC.1.3. 9-10.A, CC.1.3.9-10.B, 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, CC.1.2.9-10.A, CC.1.2.9-10.L)
- *How should I properly conduct and share writing and research projects?* (CC.1.4.10.U, CC.1.4.10.V, CC.1.4.10.W, CC.1.4.10.X, CC.1.5.10.C, CC.1.5.10.D, CC.1.5.10.F)
- *How can I effectively participate and collaborate during group discussions?* (CC. 1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.D, CC.1.5.9-10.E)

Learning Objectives:

Students will know...

- Definitions of the following: light/dark imagery, duality, foreshadowing, coincidence, allusions, irony, symbolism, theme
- Background information about Charles Dickens and the French Revolution

Students will be able to:

- Improve reading proficiency and expand vocabulary
- Define literary terms
- Analyze the plot of the novel
- Demonstrate the influence of setting on the novel
- Analyze the characters, including mirror pairs, foil pairs, dynamic and static characters
- Analyze the major conflicts of the novel, and identify the protagonist and antagonist in each
- Interpret the symbolism
- Analyze the dualities of places, people, and events
- Find examples of light and dark imagery, and interpret their meaning
- Find examples of foreshadowing, coincidence, allusions, and irony
- Develop themes, and apply them to current life situations
- Identify the historical events within the fictional novel
- Identify the social criticism in the novel

- Write essays that analyze the novel in terms of the literary elements
- Present chapters to the class to identify key elements

Dates: May through June

Unit Plan: "Romeo and Juliet"

Stage 1 – Desired Results

PA Core State Assessments/Standards:

C.C.1.2.9-10.A

Reading Informational Text

Key Ideas and Details: Main Idea

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.

C.C.1.2.9-10.J

Reading for Meaning- Nonfiction

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.

C.C.1.2.9-10.K

Reading Information Text: Vocabulary Acquisition

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.

C.C.1.2.9-10.L

Range of Reading

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

C.C.1.3.9-10.A

Analyzing and Interpreting Literature-Fiction

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.

C.C.1.3.9.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.

C.C.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.

C.C.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.

C.C.1.3.9-10.F

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

C.C.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.

C.C.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.

C.C.1.3.9-10.I

Reading for Meaning

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.

C.C.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.

C.C.1.3.9-10.K

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

C.C.1.4.9-10.A

Writing Informative/Explanatory

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

C.C.1.4.9-10.B

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

C.C.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.C.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.C.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.C.1.4.9-10. F

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

C.C.1.4.9-10.G

Writing: Opinion or Argumentative

Write arguments to support claims in an analysis of substantive topics.

C.C.1.4.9-10.H

Write with a sharp, distinct focus identifying topic, task, and audience. (Introduce the precise claim).

C.C.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.C.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.C.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.C.1.4.9-10.Q

Writing: Narrative

Write with an awareness of the stylistic aspects of writing.

Use parallel structure.

C.C.1.4.9-10.T

Writing: Production and Distribution

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>C.C.1.5.9-10.A Speaking and Listening: Collaboration 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>C.C.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.</p> <p>C.C.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.</p> <p>C.C.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p>	
<p>Understanding(s): Students will understand...</p> <ol style="list-style-type: none"> <i>Vocabulary acquisition impacts writing, reading, and speaking effectiveness at the college and career readiness level. (CC.1.2.9-10.J)</i> <i>Accurate spelling, correct usage of parts of speech, and precise meanings of known and unknown words and phrases aid in clear understanding of content and communication. (CC.1.2.9-10.J, CC.1.2.9-10.K, CC. 1.4.9.F, CC.1.4.9-10.L, CC. 1.4.9-10.Q, CC.1.4.9-10.R)</i> <i>Students write for different purposes and audiences in a clear and focused style to convey a well-defined perspective with appropriate content. (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.H, CC.1.4.9-10.I, CC.1.4.9-10.J, CC.1.4.9-10.K, CC. 1.4.9-10.Q, CC.1.4.9-10.T)</i> <i>Students will write argumentative pieces to support claims in analysis of essential topics. (CC.1.4.10.G, CC.1.4.10.H, CC.1.4.10.I, CC.1.4.10.J, CC.1.4.10.T)</i> <i>Students will understand how to determine the themes of a play thru analyzing an author's point of view or purpose, character relationships, setting, author's style, plot, and various literary elements, alongside background informational/nonfiction supplementary pieces. (CC.1.3. 9-10.A, CC.1.3.9-10.B, 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, CC.1.2.9-10.A, CC.1.2.9-10.L)</i> <i>Students will practice participating during scene portrayals and collaborative discussions. (CC. 1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.D, CC.1.5.9-10.E)</i> 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> <i>How can understanding words improve daily communication? (CC.1.2.9-10.J)</i> <i>How does correct word choice, spelling, and grammar affect accuracy of communication? (CC.1.2.9-10.J, CC.1.2.9-10.K, CC. 1.4.9.F, CC.1.4.9-10.L, CC. 1.4.9-10.Q, CC.1.4.9-10.R)</i> <i>How do I write for different purposes, and how do I express my ideas clearly in writing? (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.H, CC.1.4.9.I, CC.1.4.9-10.J, CC.1.4.9-10.K, CC. 1.4.9-10.Q, CC.1.4.9-10.T)</i> <i>How do I write an argumentative piece? (CC.1.4.10.G, CC.1.4.10.H, CC.1.4.10.I, CC.1.4.10.J, CC.1.4.10.T)</i> <i>How can the reader know what an author means? (CC.1.3. 9-10.A, CC.1.3.9-10.B, 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, CC.1.2.9-10.A, CC.1.2.9-10.L)</i> <i>How can I effectively participate and collaborate during group discussions? (CC. 1.5.9-10.A, CC.1.5.9-10.B, CC.1.5.9-10.D, CC.1.5.9-10.E)</i>
<p>Learning Objectives: Students will know...</p>	<p>Students will be able to:</p>

- Criteria of a tragedy
- Definitions of related literary terms including act, scene, protagonist, climax, catastrophe, rising action, falling action, foil pairs, and suspense.
- Plot and structure of play

- Identify and discuss literary elements used
- Chart plot of play
- Craft thematic statements about play
- Analyze play through in class writing
- Complete teacher made handouts