

HS CP English 10

Huntingdon Area School District

UNITS (9/9 SELECTED)

SUGGESTED DURATION

 Unit 1: Short Stories	<i>6 lessons</i>
 Unit 2: Novella	<i>8 lessons</i>
 Unit 3: Drama	<i>6 lessons</i>
 Unit 4: Coming of Age Novel	<i>8 lessons</i>
 Unit 5: Poetry	<i>1 lesson</i>
 Unit 6: Nonfiction	<i>1 lesson</i>
 Unit 7: Honors- Victorian Novel	<i>6 lessons</i>
 Unit 8: Honors- Classic Drama	<i>2 lessons</i>
 Unit 9: Vocabulary	<i>20 lessons</i>

Unit 1: Short Stories

HS CP English 10

UNIT OVERVIEW

Through relevant shorter fiction selections, students will work on comprehension skills with grade-level texts. In addition, this unit will have students work to analyze the elements of fiction in a classic story. By examining how different authors approach classic and contemporary themes, students will gain a richer understanding of the human experience. They will explore how factors like culture, gender, socioeconomic status, and historical context shape an individual's perspective and lived reality. Short story selections come from the Platinum Level Prentice Hall Literature Anthology. Current stories in this unit include:

- "The Monkey's Paw" - W.W. Jacobs
- "The Masque of the Red Death" - Edgar Allan Poe
- "A Visit to Grandmother" - William Melvin Kelley
- "Through the Tunnel" - Doris Lessing
- "Contents of the Dead Man's Pocket" - Jack Finney
- "By the Waters of Babylon"- Stephen Vincent Benet
- "The Open Window"- Saki
- "The Widow and the Parrot" - Virginia Woolf
- Other stories as selected by classroom teacher

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-10 - English Language Arts ELA

CC.1.3.9–10.A

CC.1.3.9–10.G

CC.1.3.9–10.H

CC.1.3.9–10.K

CC.1.3.9–10.D

CC.1.3.9–10.C

CC.1.5.9–10.G

CC.1.5.9–10.A

CC.1.4.9–10.T

CC.1.4.9–10.S

CC.1.4.9–10.R

CC.1.4.9–10.O

CC.1.4.9–10.N

CC.1.4.9–10.M

CC.1.4.9–10.L

CC.1.2.9–10.A

CC.1.2.9–10.B

CC.1.2.9–10.C

CC.1.2.9–10.D

CC.1.2.9–10.E

CC.1.2.9–10.F

CC.1.2.9–10.G

CC.1.2.9–10.H

CC.1.2.9–10.I

CC.1.2.9–10.J

CC.1.2.9–10.K

CC.1.2.9–10.L

CC.1.3.9–10.B

CC.1.3.9–10.E

CC.1.3.9–10.F

CC.1.3.9–10.I

CC.1.3.9–10.J

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.G

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.P

CC.1.4.9–10.Q

CC.1.4.9–10.U

CC.1.4.9–10.V

CC.1.4.9–10.W

CC.1.4.9–10.X

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.F

Unit 1: Short Stories

HS CP English 10

BIG IDEAS

Big Ideas

- Authors use short stories and literary elements to strategically enhance the themes of their writing.
- The historical context, setting, and authors lived experiences contribute to the story's themes, characters, and events.
- The themes of short stories relate to students' own lived experiences.

STANDARDS

Pennsylvania - Grade 9-10 - English Language Arts ELA

CC.1.2.9–10.A

CC.1.2.9–10.B

CC.1.2.9–10.C

CC.1.2.9–10.D

CC.1.2.9–10.K

CC.1.3.9–10.A

CC.1.3.9–10.K

Unit 1: Short Stories

HS CP English 10

ESSENTIAL QUESTIONS

Essential Questions

- How do authors effectively use literary elements to create and develop a meaningful short fiction text?
- In what ways do the themes explored in short stories relate to students' own lives and personal experiences?
- How do the literary elements and techniques employed in short stories contribute to the development of theme?
- How does the setting and historical context influence the story's themes, characters, or events?

STANDARDS

Pennsylvania - Grade 9-10 - English Language Arts ELA

CC.1.2.9-10.A

CC.1.2.9-10.B

CC.1.2.9-10.C

CC.1.2.9-10.D

CC.1.2.9-10.E

CC.1.2.9-10.F

CC.1.2.9-10.J

CC.1.2.9-10.K

CC.1.3.9-10.A

CC.1.3.9-10.B

CC.1.3.9-10.C

CC.1.3.9-10.D

CC.1.3.9-10.E

CC.1.3.9-10.F

CC.1.3.9-10.H

CC.1.3.9-10.K

CC.1.2.9-10.G

CC.1.2.9-10.L

CC.1.3.9-10.G

CC.1.3.9-10.I

CC.1.3.9-10.J

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.G

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.L

CC.1.4.9-10.M

CC.1.4.9-10.N

CC.1.4.9-10.O

CC.1.4.9-10.P

CC.1.4.9-10.Q

CC.1.4.9-10.R

CC.1.4.9-10.S

CC.1.4.9-10.T

CC.1.2.9-10.H

CC.1.2.9-10.I

CC.1.4.9-10.U

CC.1.4.9-10.V

CC.1.4.9-10.W

CC.1.4.9-10.X

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.F

CC.1.5.9-10.G

Unit 1: Short Stories

HS CP English 10

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Definition of plot	Analyze characters and their development
Sequence of plot	Communicate with appropriate grammar and mechanics
Definition of setting	Write for different audiences
Points of view and appropriate definitions	Analyze how the elements of plot and its sequence contribute to the author's theme

Unit 1: Short Stories

HS CP English 10

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Essays	Formative, Summative, Diagnostic, Project Based	Essays may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.
Journals	Formative, Summative, Diagnostic, Project Based	Journals may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.
Tests	Formative, Summative, Diagnostic, Project Based	Tests may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.
Quizzes	Formative, Summative, Diagnostic, Project Based	Quizzes may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.
Short Answer Response	Formative, Summative, Diagnostic, Project Based	Short-answer responses may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.
Projects	Formative, Summative, Diagnostic, Project Based	Projects may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.

Unit 2: Novella

HS CP English 10

UNIT OVERVIEW

In this unit, students will dive into the unique literary form of the novella, examining how authors from around the world use this extended short story format to paint intricate portraits of the human experience. With their extended length compared to short stories but concise form compared to novels, novellas provide writers a distinctive opportunity to delve deeply into the nuances of character, theme, and the exploration of universal human experiences.

Through close reading, analysis, and discussion of classic and contemporary novellas, students will develop a sophisticated understanding of how the distinctive features of this literary genre - including narrative perspective, symbolism, and the treatment of time - shape the way stories are told and ideas are conveyed. Students will also explore how the social, cultural, and historical contexts in which novellas are written reflect and challenge dominant ideologies, shedding light on the lived experiences of marginalized communities.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-10 - English Language Arts ELA

CC.1.2.9–10.A

CC.1.3.9–10.A

CC.1.3.9–10.K

CC.1.3.9–10.H

CC.1.3.9–10.B

CC.1.3.9–10.C

CC.1.3.9–10.D

CC.1.3.9–10.F

CC.1.3.9–10.I

CC.1.3.9–10.J

CC.1.4.9–10.D

CC.1.4.9–10.B

CC.1.4.9–10.F

CC.1.4.9–10.G

CC.1.4.9–10.L

CC.1.5.9–10.G

CC.1.2.9–10.B

CC.1.2.9–10.C

CC.1.2.9–10.D

CC.1.2.9–10.E

CC.1.2.9–10.F

CC.1.2.9–10.G

CC.1.2.9–10.H

CC.1.2.9–10.I

CC.1.2.9–10.J

CC.1.2.9–10.K

CC.1.2.9–10.L

CC.1.3.9–10.E

CC.1.3.9–10.G

CC.1.4.9–10.A

CC.1.4.9–10.C

CC.1.4.9–10.E

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.M

CC.1.4.9–10.N

CC.1.4.9–10.O

CC.1.4.9–10.P

CC.1.4.9–10.Q

CC.1.4.9–10.R

CC.1.4.9–10.S

CC.1.4.9–10.T

CC.1.4.9–10.U

CC.1.4.9–10.V

CC.1.4.9–10.W

CC.1.4.9–10.X

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.F

Unit 2: Novella

HS CP English 10

BIG IDEAS

Big Ideas

- The distinctive features of the novella form (its extended length compared to short stories but concise form compared to novels) allow authors to explore the complexities of the human experience in unique ways.
- Novellas, with their ability to delve deeper than short stories but remain more concise than novels, provide an ideal literary form for authors to explore the social, political, and cultural issues of their time.

ESSENTIAL QUESTIONS

Essential Questions

- How do authors vary the writing for different audiences and purposes?
- How does the novella format (longer than a short story but shorter than a novel) contribute to the author's ability to share a message compared to a short story?
- In what ways do the themes explored in the novella relate to students' own lives and personal experiences?
- How do the literary elements and techniques employed in novellas contribute to the development of theme?
- How does the setting and historical context influence the novella's themes, characters, or events?
- In what ways do the social, cultural, and historical contexts of a novella influence its themes and messages?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Definition of plot	Analyze characters and their development
Sequence of plot	Communicate with appropriate grammar and mechanics
Definition of setting	Write for different audiences and purposes
Definition of point of view	Analyze how the elements of plot and its sequence contribute to the author's theme
Elements of grammar/mechanics	
How to write for different purposes and audiences	

Unit 2: Novella

HS CP English 10

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Essays	Formative, Summative, Diagnostic, Project Based	Essays may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.
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Projects	Formative, Summative, Diagnostic, Project Based	Projects may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.

Unit 3: Drama

HS CP English 10

UNIT OVERVIEW

- Through the close reading and analysis of both classic and contemporary plays, students will develop a deeper understanding of the structural and stylistic elements that distinguish dramatic works, such as dialogue, stage directions, character development, and dramatic irony. They will also explore how the performative nature of drama, with its emphasis on physical movement, visual design, and the dynamic interplay between actors and audience, shapes the way stories are told and ideas are conveyed.
- Additionally, students will examine how the social, cultural, and historical contexts in which plays are produced influence their thematic content, characters, and the overall artistic vision. By situating dramatic works within these broader contexts, students will gain a deeper appreciation for the ways in which drama can serve as a powerful tool for social commentary, cultural expression, and the exploration of theme.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-10 - English Language Arts ELA

CC.1.2.9–10.A

CC.1.2.9–10.K

CC.1.3.9–10.A

CC.1.3.9–10.C

CC.1.3.9–10.B

CC.1.3.9–10.G

CC.1.3.9–10.K

CC.1.2.9–10.B

CC.1.2.9–10.C

CC.1.2.9–10.F

CC.1.2.9–10.G

CC.1.2.9–10.J

CC.1.2.9–10.L

CC.1.3.9–10.E

CC.1.3.9–10.F

CC.1.3.9–10.H

CC.1.3.9–10.I

CC.1.3.9–10.J

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.G

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.L

CC.1.4.9–10.M

CC.1.4.9–10.N

CC.1.4.9–10.O

CC.1.4.9–10.P

CC.1.4.9–10.Q

CC.1.4.9–10.R

CC.1.4.9–10.S

CC.1.4.9–10.T

CC.1.4.9–10.U

CC.1.4.9–10.V

CC.1.4.9–10.W

CC.1.4.9–10.X

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.F

CC.1.5.9–10.G

Unit 3: Drama

HS CP English 10

BIG IDEAS

Big Ideas

- Students will understand that: playwrights consistently apply the elements of theatrical writing concepts in classic plays.
- Students should know that these elements apply to all theatrical productions.

ESSENTIAL QUESTIONS

Essential Questions

- How do the unique conventions and structural elements of dramatic works, such as dialogue, stage directions, and the use of a cast of characters, shape the way stories are told and themes are developed?
- How do authors use dramatic irony, soliloquies, and other theatrical techniques to provide insight into a character's inner thoughts, motivations, and development?
- How do the themes and insights presented in the dramatic works we study relate to students' own lives, personal experiences, and understanding of the world?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Drama terms	Read and comprehend classic drama
Elements of drama	Analyze themes and relate them to present day
A preliminary background surrounding theater/plays	

Unit 3: Drama

HS CP English 10

EVIDENCE OF LEARNING & ASSESSMENT

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Projects	Formative, Summative, Diagnostic, Project Based	Projects may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.

Unit 4: Coming of Age Novel

HS CP English 10

UNIT OVERVIEW

Through the relevant classic or contemporary novel selection, students will begin to apply the elements of fiction writing concepts that they can relate to the current day.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-10 - English Language Arts ELA

CC.1.3.9–10.A

CC.1.3.9–10.B

CC.1.3.9–10.C

CC.1.3.9–10.D

CC.1.3.9–10.E

CC.1.3.9–10.F

CC.1.3.9–10.K

CC.1.3.9–10.H

CC.1.3.9–10.G

CC.1.4.9–10.F

CC.1.4.9–10.E

CC.1.4.9–10.D

CC.1.4.9–10.C

CC.1.4.9–10.B

CC.1.4.9–10.A

CC.1.3.9–10.J

CC.1.3.9–10.I

CC.1.4.9–10.G

CC.1.4.9–10.M

CC.1.4.9–10.N

CC.1.4.9–10.O

CC.1.4.9–10.P

CC.1.4.9–10.Q

CC.1.4.9–10.R

CC.1.4.9–10.S

BIG IDEAS

Big Ideas

- Students will understand that authors consciously select the elements of fiction writing that will strategically enhance their theme(s).
- Students will explore and better understand the historical background and social dynamics of the time period in which the novel is set.

ESSENTIAL QUESTIONS

Essential Questions

- How do the key themes and universal experiences found in coming-of-age narratives (such as identity formation, the search for belonging, the challenges of adolescence, etc.) resonate with readers?
- How do the social, cultural, and historical contexts in which a coming-of-age novel is written shape the protagonist's experiences and the broader themes of the work?
- How do the themes and insights presented in the coming-of-age novels we read relate to students' own lives, personal experiences, and understanding of the world?

Unit 4: Coming of Age Novel

HS CP English 10

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Definition of plot	Analyze characters and their development
Sequence of plot	Communicate with appropriate grammar and mechanics
Definition of setting	Write for different audiences and purposes
Definition of point of view	Analyze how the elements of plot and its sequence contribute to the author's theme
Elements of grammar/mechanics	
How to write for different purposes and audiences	

Unit 4: Coming of Age Novel

HS CP English 10

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
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Projects	Formative, Summative, Diagnostic, Project Based	Projects may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.

Unit 5: Poetry

HS CP English 10

UNIT OVERVIEW

Through the study of various types of poetry, students will begin to identify and apply the use of poetic devices in their interpretation of symbolism.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-10 - English Language Arts ELA

CC.1.3.9–10.E

CC.1.3.9–10.G

CC.1.3.9–10.H

CC.1.4.9–10.Q

BIG IDEAS

Big Ideas

- Students will understand that authors consciously select elements of poetry that will portray meaning and symbolism in poetry.
- Students will read and interpret the meanings of various forms of poetry.
- Students will identify use of poetry and poetic devices in their lived experiences.

ESSENTIAL QUESTIONS

Essential Questions

- How do authors utilize poetic devices to convey meaning in their poems?
- How does utilizing standard grammar and effective and appropriate style allow students to write clear and focused texts?
- How can students utilize poetic devices in their own writing?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Definitions of poetic devices and terms	Students will need to interpret symbolism in selected poems.
Students will know how to write for different purposes and audiences, utilizing standard grammar and their newly acquired personal lexicon.	Students will need to create their own pieces of poetry.

Unit 5: Poetry

HS CP English 10

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Essays	Formative, Summative, Diagnostic, Project Based	Essays may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.
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Projects	Formative, Summative, Diagnostic, Project Based	Projects may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.

Unit 6: Nonfiction

HS CP English 10

UNIT OVERVIEW

In this unit, students will explore a diverse range of nonfiction texts, including memoirs, essays, speeches, and informational articles in order to develop the essential reading strategies and critical thinking skills necessary to comprehend, analyze, and engage with these works effectively.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-10 - English Language Arts ELA

CC.1.2.9-10.A

CC.1.2.9-10.B

CC.1.2.9-10.C

CC.1.2.9-10.D

CC.1.2.9-10.E

CC.1.2.9-10.F

CC.1.2.9-10.G

CC.1.2.9-10.H

CC.1.2.9-10.I

CC.1.2.9-10.J

CC.1.2.9-10.K

CC.1.2.9-10.L

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.I

CC.1.3.9-10.J

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.G

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.L

CC.1.4.9-10.M

CC.1.4.9-10.N

CC.1.4.9-10.O

CC.1.4.9-10.P

CC.1.4.9-10.Q

CC.1.4.9-10.R

CC.1.4.9-10.S

CC.1.4.9-10.T

CC.1.4.9-10.U

CC.1.4.9-10.V

CC.1.4.9-10.W

CC.1.4.9-10.X

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.F

CC.1.5.9-10.G

CC.1.3.9-10.G

CC.1.3.9-10.H

Unit 6: Nonfiction

HS CP English 10

BIG IDEAS

Big Ideas

- Through close reading, annotation, and discussion of nonfiction texts, students will learn to identify the author's purpose, recognize rhetorical devices and persuasive techniques, and evaluate the credibility and reliability of sources.
- Students will also explore how the structural and stylistic choices made by nonfiction writers shape the way information is conveyed and arguments are constructed.
- Additionally, students will examine how the social, cultural, and historical contexts in which nonfiction works are produced influence their content, themes, and overall impact.
- Students will gain a deeper appreciation for the ways in which nonfiction can serve as a powerful tool for social commentary, cultural expression, and the shaping of public discourse.
- Students will develop media literacy skills in order to become more discerning and critical readers of nonfiction, equipping them with the necessary skills to navigate the complexities and validity of the real-world information they encounter both in and out of the classroom.

ESSENTIAL QUESTIONS

Essential Questions

- How do the unique structural and stylistic features of nonfiction texts, such as rhetorical devices, organizational patterns, and tone, shape the way information is conveyed and arguments are constructed?
- In what ways do the social, cultural, and historical contexts in which nonfiction works are produced influence their content, themes, and overall impact?
- How can readers critically evaluate the credibility, reliability, and perspective of nonfiction sources, and what strategies can they employ to navigate the complexities of the information landscape?
- How do the themes, ideas, and insights presented in nonfiction texts relate to students' own lives, personal experiences, and understanding of the world?
- In what ways can the close reading and analysis of nonfiction works empower students to become more informed, engaged, and critical citizens?

Unit 6: Nonfiction

HS CP English 10

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
The defining characteristics and key sub-genres of nonfiction (e.g., memoir, essay, speech, informational article).	Actively read and annotate nonfiction texts, identifying the author's purpose, main ideas, and key supporting details.
Common organizational patterns and rhetorical structures used in nonfiction texts (e.g., chronological, cause and effect, problem-solution, compare and contrast).	Analyze the structural and stylistic choices made by nonfiction writers and explain how these choices contribute to the overall effectiveness and impact of the work.
Rhetorical devices and persuasive techniques commonly employed by nonfiction writers (e.g., appeals to ethos, pathos, and logos, use of figurative language, tone).	Evaluate the credibility and reliability of nonfiction sources by assessing factors such as the author's credentials, the currency of the information, and the presence of bias or logical fallacies.
The roles that social, cultural, and historical contexts play in shaping the content, themes, and impact of nonfiction works.	Synthesize information from multiple nonfiction sources to develop a well-reasoned, evidence-based perspective on a contemporary issue or debate.
Strategies for evaluating the credibility, reliability, and perspective of nonfiction sources.	Engage in collaborative discussions and presentations that demonstrate a nuanced understanding of the complexities and diverse perspectives present in nonfiction works.
	Compose a comprehensive analysis that explores how the rhetorical strategies, structural choices, and thematic development in a nonfiction text contribute to the work's overall effectiveness and impact.

Unit 6: Nonfiction

HS CP English 10

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Essays	Formative, Summative, Diagnostic, Project Based	Essays may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.
Journals	Formative, Summative, Diagnostic, Project Based	Journals may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.
Tests	Formative, Summative, Diagnostic, Project Based	Tests may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.
Quizzes	Formative, Summative, Diagnostic, Project Based	Quizzes may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.
Short Answer Response	Formative, Summative, Diagnostic, Project Based	Short-answer responses may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.
Projects	Formative, Summative, Diagnostic, Project Based	Projects may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.

Unit 7: Honors- Victorian Novel

HS CP English 10

UNIT OVERVIEW

Through a relevant classic, Victorian novel such as *Jane Eyre* by Charlotte Bronte or *Wuthering Heights* by Emily Bronte, students will understand the elements of fiction writing concepts in a classic story and relate the text to modern day.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-10 - English Language Arts ELA

CC.1.2.9–10.A

CC.1.2.9–10.B

CC.1.2.9–10.C

CC.1.2.9–10.D

CC.1.2.9–10.F

CC.1.2.9–10.K

CC.1.3.9–10.A

CC.1.3.9–10.B

CC.1.3.9–10.C

CC.1.3.9–10.E

CC.1.3.9–10.F

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.1.4.9–10.C

CC.1.4.9–10.L

CC.1.4.9–10.T

CC.1.5.9–10.A

BIG IDEAS

Big Ideas

- Authors consciously select the elements of fiction writing that will strategically enhance their theme(s).
- Students will explore and better understand the historical background and social dynamics of the Victorian era

ESSENTIAL QUESTIONS

Essential Questions

- How do authors vary the writing for different audiences and purposes?
- How does utilizing standard grammar and effective and appropriate style allow students to write clear and focused texts?
- How does the historical period of this novel compare to our modern day?
- Students will know to write for different purposes and audiences. Students will need to write for various purposes and audiences, utilizing standard grammar and their newly acquired personal lexicon.

Unit 7: Honors- Victorian Novel

HS CP English 10

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Historical background of the novel	Apply their knowledge of the time period to better understand major themes of the text
Elements of plot and fiction writing (literary devices)	Relate the text to present day or other learning
	Analyze character development over the course of the text
	Analyze major themes
	Analyze the use of literary devices and their impact on major themes

Unit 7: Honors- Victorian Novel

HS CP English 10

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Essays	Formative, Summative, Diagnostic, Project Based	Essays may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.
Journals	Formative, Summative, Diagnostic, Project Based	Journals may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.
Tests	Formative, Summative, Diagnostic, Project Based	Tests may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.
Quizzes	Formative, Summative, Diagnostic, Project Based	Quizzes may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.
Short Answer Response	Formative, Summative, Diagnostic, Project Based	Short-answer responses may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.
Projects	Formative, Summative, Diagnostic, Project Based	Projects may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.

Unit 8: Honors- Classic Drama

HS CP English 10

UNIT OVERVIEW

Through a relevant classic play, such as *Antigone* or a related selection, the students will begin to apply the elements of theatrical writing concepts and relate the play to the current day.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-10 - English Language Arts ELA

CC.1.3.9–10.A

CC.1.3.9–10.B

CC.1.3.9–10.C

CC.1.3.9–10.D

CC.1.3.9–10.E

CC.1.3.9–10.K

CC.1.4.9–10.H

CC.1.3.9–10.G

CC.1.3.9–10.H

BIG IDEAS

Big Ideas

- Students will understand that playwrights consistently apply the elements of theatrical writing concepts in classic plays
- Students will know that these elements apply to all theatrical productions
- Students will learn to write for different purposes and audiences
- Students will learn the historical context and explore the major themes of classical plays

ESSENTIAL QUESTIONS

Essential Questions

- How did the author vary the writing for different audiences and purposes?
- How does utilizing standard grammar and effective and appropriate style allow students to write clear and focused texts?
- How does the playwright develop the theme over the course of the play?
- How does knowing the historical background of the play aid in student understanding of characters and major themes?

Unit 8: Honors- Classic Drama

HS CP English 10

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Definitions of drama terms	Apply the elements of theatrical writing when discussing the play and writing themselves
Elements of theatrical writing	Relate the play to present day or other texts
Authors write for different audiences and purposes	

Unit 8: Honors- Classic Drama

HS CP English 10

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Essays	Formative, Summative, Diagnostic, Project Based	Essays may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.
Journals	Formative, Summative, Diagnostic, Project Based	Journals may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit.
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Unit 9: Vocabulary

HS CP English 10

UNIT OVERVIEW

Vocabulary will be included throughout the year in English 10. Vocabulary lessons come from the Townsend Press *Improving Vocabulary Skills* Textbook/workbook. This text includes 30 chapters of vocabulary terms divided into 5 units, totaling 260 words and 40 word parts. *Improving Vocabulary Skills* is a research-based program including commonly used words, an intensive words-in-context approach, and multiple opportunities for meaningful practice.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-10 - English Language Arts ELA

CC.1.2.9–10.J

CC.1.3.9–10.J

CC.1.3.9–10.I

CC.1.2.9–10.K

CC.1.2.9–10.F

CC.1.3.9–10.F

CC.1.4.9–10.F

CC.1.4.9–10.K

CC.1.4.9–10.L

CC.1.4.9–10.R

CC.1.4.9–10.Q

CC.1.4.9–10.U

BIG IDEAS

Big Ideas

- Strong vocabularies enhance reading comprehension, writing clarity, and communication.

ESSENTIAL QUESTIONS

Essential Questions

- How does vocabulary acquisition and development help to create meaningful communication and understanding of texts?
- What strategies can students employ to effectively learn, retain, and apply new vocabulary words?
- How do an understanding of word roots, prefixes, and suffixes help students expand their vocabulary and comprehension unfamiliar words?
- How can students use their expanding vocabulary to enhance their written and oral communication, enabling them to convey ideas and information more precisely and persuasively?

Unit 9: Vocabulary

HS CP English 10

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know the definition of 10 vocabulary terms for each chapter.	Students can use terms in context to complete sentences.
	Students can create their own sentences accurately utilizing the vocabulary terms.
	Students can comprehend vocabulary in grade level texts
	Students can communicate orally and in writing with more precision and effectiveness.

Unit 9: Vocabulary

HS CP English 10

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Sentence Checks	Formative	For each vocabulary chapter, students will complete the sentence check assignment printed within the workbook. These checks ask students to select the correct vocabulary term to complete the sentence.
Depictions	Formative	For each vocabulary chapter, students will complete 2 depictions. Depictions should include an original sentence, a definition of the vocabulary term, and a picture illustrating the term/sentence.
Quiz	Summative	After each chapter, students will have a quiz where they will be tasked with using each term correctly in a sentence.
Pre-test	Diagnostic	At the start of each unit, the textbook features a pre-test that can be used as a diagnostic tool for students.
Post-test/Unit test	Summative	After each unit, the textbook includes a post-test that can be used as a summative assessment for all the unit's vocabulary terms.