

Elizabethtown Area

School District

English Grade 10

Course Number:	113	Length of Course:	1 Semester
Grade Level:	10	Total Clock Hours:	120 hours
Length of Period:	80 min	Date Written:	9/25/04
Periods per Week/Cycle:	5	Rvsd:	7/24/07
Credits (if app.):	1.0	Written By:	HS Comm Arts

Course Description:

This course is designed for those students whose goals include attending a post-high school educational institution, either for two or four years, and/or entering the world of work. The focus of the course is determining what is common to all cultures. Students will examine pieces of world literature in a cultural context to appreciate the diversity and complexity of world issues and connect global ideas to their own experiences. Students will continue to explore language for expressive, explanatory, critical, argumentative and literary purposes through composition. The composition component will stress effective writing through focus, content, style, organization, and conventions.

<p>Grade, Subject: Grade 10, English Language Arts – Society’s Oppression and Its Influence on Cultural Change Unit</p>	
<p>Strand</p> <p>Strand 1.2: Reading Informational Text, 1.3: Reading Literature, 1.4: Writing, 1.5: Speaking and Listening</p>	
<p>Big Idea:</p> <p>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. Writing is a means of documenting thinking. Writing is a recursive process that contains ideas, thoughts and feelings.</p>	
<p>PA Core Standards:</p> <p>CC.1.2.910.A: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.2.910.C: Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.1.4.910.P: Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.910.U: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	
<p>Essential Questions:</p> <p>EQ1: What is oppression?</p> <p>EQ2: How does one group control another?</p> <p>EQ3: What happens when cultures are changed due to oppression?</p>	<p>Understandings: Students will understand THAT ...</p> <p>U1: Prolonged cruel, or unjust treatment or control of a person, group of people, society, or race.</p> <p>U2: Through fear, the suppression of rights, ensure an unequal balance of power, money, and government control.</p> <p>U3: Values and morals are broken down and are often not replaced which leads to crime and a cycle of inequality. In addition, eventually the oppressed will rebel which causes war and political unrest.</p>
<p>Knowledge:</p> <p>Cultural facts and historical background for each novel</p> <p>Elements of a novel-plot line, protagonist/antagonist, conflicts, etc.</p>	<p>Skills:</p> <p>Identify and analyze the author’s purpose.</p> <p>Identify and analyze text meaning based on evidence.</p> <p>Utilize proper research techniques.</p>

<p>Grade, Subject: Grade 10, English Language Arts – The Search for Power Unit</p>	
<p>Strand Strand 1.2: Reading Informational Text, 1.3: Reading Literature, 1.4: Writing, 1.5: Speaking and Listening</p>	
<p>Big Idea: Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. Writing is a recursive process that contains ideas thoughts and feelings. Listening provides the opportunity to learn, reflect and respond.</p>	
<p>PA Core Standards: CC.1.2.910.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. CC.1.2.910.D: Determine an author’s particular point of view and analyze how rhetoric advances the point of view. CC.1.4.910.G: Write arguments to support claims in an analysis of substantive topics.</p>	
<p>Essential Questions: EQ1: How does power change a person? EQ2: How do the decisions of a person in power influence a society or culture?</p>	<p>Understandings: Students will understand THAT ... U1: Power can bring out the worst and best qualities of an individual such as corruption, greed, and charity. U2: The individuals react based on how the decisions affect them, which can be to abide by or rebel against the individual in power.</p>
<p>Knowledge: - Key elements of Shakespearean/Elizabethan drama/drama terms integral to understanding the play (play within a play, aside, soliloquy, comedy, comic relief, history play, tragedy, tragic flaw, catastrophe, motivation, conflict, crisis or climax, foil, foreshadowing, irony) - Persuasive essay elements</p>	<p>Skills: Students will read and interpret a drama by performing key scenes and passages. Students will produce a persuasive essay. Students will analyze the text and write from a character's perspective to create a character journal.</p>

<p>Grade, Subject: Grade 10, English Language Arts – Making Choices to Influence Social Change Unit</p>	
<p>Strand Strand 1.2: Reading Informational Text, 1.3: Reading Literature, 1.4: Writing, 1.5: Speaking and Listening</p>	
<p>Big Idea: Information to gain or expand knowledge can be obtained through a variety of sources. Writing is a means of documenting thinking. Writing is a recursive process that contains ideas thoughts and feelings.</p>	
<p>PA Core Standards: CC.1.3.910.C: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.910.F: Analyze how words and phrases shape meaning and tone in texts. CC.1.4.910.G: Write arguments to support claims in an analysis of substantive topics.</p>	
<p>Essential Questions: EQ1: How can our choices impact a change in society? EQ2: How does change have both a positive and negative impact on society?</p>	<p>Understandings: Students will understand THAT . . . U1: By using persuasive techniques we can attempt to make a change in order to better our school, community, state, etc. U2: The positive results of change can cause improvement in socioeconomic status, create new ideas and beliefs, and eliminate bias; however, the negative impacts could include destroying individuality, creating bias, and offending individuals' morals and values.</p>
<p>Knowledge: Rhetorical devices for persuasive arguments Research Techniques and MLA framework</p>	<p>Skills: Students will complete a textual based character analysis. Construct a thorough argument with consistent, relevant support through the use of persuasive strategies; address opposing viewpoints.</p>

Elizabethtown Area School District Curriculum
English Language Arts

<p>Grade, Subject: Grade 10, English Language Arts – The Quest for Survival Unit</p>	
<p>Strand Strand 1.2: Reading Informational Text, 1.3: Reading Literature, 1.4: Writing, 1.5: Speaking and Listening</p>	
<p>Big Idea: Purpose, topic, and audience guide types of writing. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. Effective speaking and listening are essential for productive communication.</p>	
<p>PA Core Standards: CC.1.2.910.D: Determine an author’s particular point of view and analyze how rhetoric advances the point of view. CC.1.3.910.E: Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect. CC.1.4.910.M: Write narratives to develop real or imagined experiences or events.</p>	
<p>Essential Questions: EQ1: What journeys must we survive throughout our lives? EQ2: What is the importance of sharing our survival stories?</p>	<p>Understandings: Students will understand THAT... U1: We must survive growing and maturing through school and career, love and loss, illness, relationships, faith, while attempting to gain meaning from life. U2: To learn and grow as individuals as well as to make an impact on society.</p>
<p>Knowledge: The characteristics of a hero The elements of an Arthurian Romance Narrative techniques</p>	<p>Skills: Students will write to tell a narrative. Students will read for author’s purpose and meaning.</p>