

*Planned Course of Study*

**ENGLISH**

*Grade 10 Honors*

**English Department**

**Salisbury Township School District**

**1140 Salisbury Road**

**Allentown, PA 18103**

## HONORS ENGLISH 10

### *Overarching Writing/Grammar Question*

HOW DOES ONE ORGANIZE A WELL-DEVELOPED THESIS?

### *Overarching Literature Question*

HOW DOES LITERATURE DEFINE OUR ROLES?

### *Essential Questions*

- How do short stories and novels reflect our past, present, and future?
- How does drama mirror real life?
- What is poetry?

**ENGLISH HONORS**  
**Grade 10**  
**Full Year**

<b>Grammar/Writing Curriculum</b>			
<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>For one week during the first month of the course, student will review</p> <ol style="list-style-type: none"> <li>1. Usage of “you”</li> <li>2. Slang</li> <li>3. Contractions</li> <li>4. Pronoun/Antecedent agreement</li> <li>5. Parallelism</li> <li>6. Split Infinitives</li> <li>7. Usage of Who/Whom</li> <li>8. Usage of Which/That and Who</li> </ol>	<ul style="list-style-type: none"> <li>• Create mini grammar lessons.</li> <li>• Model correct usage in sample writing.</li> <li>• Use transparencies of student writing for class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Writing prompts</li> <li>• Ongoing yearly evaluations connected to writing</li> </ul>	<ul style="list-style-type: none"> <li>• 1.5.11 D, E, F</li> </ul>
<b>Resources/Materials</b>			
<i>Warriner’s Grammar and Composition (Fourth Course)</i>			
<b>Additional Resources/Inter-disciplinary Relationships</b>			

**ENGLISH HONORS**  
**Grade 10**  
**Full Year**

**Writing Curriculum - Novels**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>All students will</p> <ol style="list-style-type: none"> <li>1. Understand the structure of a novel.</li> <li>2. Understand the social, political, historical, and philosophical influences on the novel studied.</li> </ol>	<ul style="list-style-type: none"> <li>• Respond to “What makes a good book?”</li> <li>• Identify stated characteristics in the characters, plot, conflict, exposition, setting, and themes</li> <li>• Research biographies of the authors and the historical periods.</li> <li>• View clips from related movies and identify characteristics from cinematic, literary, and dramatic perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay on theme</li> <li>• Comparative essay demonstrating understanding of influences and themes.</li> <li>• PA Holistic Writing Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• 1.5.11 A,B,C,D</li> <li>• 1.4.11 A, B,</li> <li>• 1.5.11 A, B, C, D, E, F</li> <li>• 1.3.11 A, B, C, E</li> <li>• 1.6.11 B</li> </ul>
<b>Additional Resources/Inter-disciplinary Relationships</b>			

**ENGLISH HONORS**  
**Grade 10**  
**Full Year**

**Writing Curriculum - Novels**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>All students will</p> <p>3. Identify and understand the selected vocabulary of the novels read.</p> <p>4. Understand the literary devices used in a novel.</p>	<ul style="list-style-type: none"> <li>• Locate and define selected vocabulary in context to the novel.</li> <li>• Identify part of speech</li>   <li>• Identify common literary devices used in a novel</li> <li>• Discuss the importance of each device</li> <li>• Working in groups, students will take a literary device, look for examples in the novel to show how the device is seen throughout</li> </ul>	<ul style="list-style-type: none"> <li>• Writing prompt based on theme from the novel utilizing words correctly each week</li>   <li>• Class presentations using a visual and a script</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.11 C, D, E</li>   <li>• 1.6.11 A, B, C, E</li> </ul>
<b>Resources/Materials</b>			
<b>Additional Resources/Inter-disciplinary Relationships</b>			

**ENGLISH HONORS**  
**Grade 10**  
**Full Year**

**Writing Curriculum - Short Stories**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>All students will</p> <ol style="list-style-type: none"> <li>1. Recognize differences between a novel and a short story.</li> <li>2. Understand the evolution of short stories from its earliest forms to post-modern and minimalism</li> </ol>	<ul style="list-style-type: none"> <li>• Read Poe’s <i>Essay on Composition</i> and identify his rules for a good short story.</li> <li>• Read a short story from each movement including Romanticism, Dark Romanticism, Realism, Anti-Transcendentalism, Modernism, Post-Modernism and Minimalism.</li> <li>• Discuss philosophy and characteristics of each movement.</li> <li>• Define use of plot, character, dialogue, setting, conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Written response to the article and discussion of findings</li> <li>• Write a 1500 – 5000 word original short story representing one of the movements studied</li> <li>• Class created rubric</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.11 G</li> <li>• 1.3.11 A, F</li> <li>• 1.4.11 A</li> </ul>
<b>Resources/Materials</b>			
<b>Additional Resources/Inter-disciplinary Relationships</b>			

**ENGLISH HONORS**  
**Grade 10**  
**Full Year**

<b>Writing Curriculum - Short Stories</b>			
<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>All students will</p> <p>3. Identify and understand the selected vocabulary from the short stories</p>	<ul style="list-style-type: none"> <li>• Students will locate and define selected vocabulary in context to the stories.</li> <li>• Identify part of speech</li> </ul>	<ul style="list-style-type: none"> <li>• Writing prompt based on themes from the stories utilizing words correctly each week</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.11 C, D, E</li> </ul>
<b>Resources/Materials</b>			
<b>Additional Resources/Inter-disciplinary Relationships</b>			

**ENGLISH HONORS**  
**Grade 10**  
**Full Year**

**Writing Curriculum – Poetry**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>All students will</p> <ol style="list-style-type: none"> <li>1. Understand why poetry is a mirror to oneself and his world.</li>   <li>2. Understand the differences between prose and poetry.</li> </ol>	<ul style="list-style-type: none"> <li>• Write a response to “Why study poetry?” or a related prompt</li> <li>• Watch excerpt from <i>Dead Poets’ Society</i> in which Robin Williams explains poetry and how to “measure it.”</li>   <li>• Generate class list of differences between prose and poetry as the quarter evolves.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion of responses</li>   <li>• Participation in the compilation and publication of list</li> </ul>	<ul style="list-style-type: none"> <li>• 1.5.11 A, B, C, D, F</li>   <li>• 1.6.11 A, B, D, E</li> </ul>
<b>Resources/Materials</b>			
<b>Additional Resources/Inter-disciplinary Relationships</b>			

**ENGLISH HONORS**  
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**Full Year**

**Writing Curriculum - Poetry**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>3. Identify examples of poetic devices in advertisements, magazines, and newspapers.</p> <p>4. Research a contemporary poet looking for biographical info, samples of poetry, and at least one professional criticism or review of poet/poetry</p>	<ul style="list-style-type: none"> <li>• Students will look through magazines to find examples of poetic devices, mount them on paper with an explanation how each example fits definition, and assemble them into a packet.</li> <li>• Synthesize biographical info and poetry into presentation analyzing one or more poems in terms of the poet.</li> <li>• Teach mini-lesson on poet to class</li> <li>• Prepare works cited to verify research</li> </ul>	<ul style="list-style-type: none"> <li>• Completed packet</li> <li>• Written script of presentation</li> <li>• Works Cited page written in MLA format</li> </ul>	<ul style="list-style-type: none"> <li>• 1.6.11 F</li> <li>• 1.4.11 B</li> </ul>
<b>Resources/Materials</b>			
<b>Additional Resources/Inter-disciplinary Relationships</b>			

**ENGLISH HONORS**  
**Grade 10**  
**Full Year**

**Writing Curriculum - Drama**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>All students will</p> <ol style="list-style-type: none"> <li>1. Understand and identify devices that are unique to the dramatic form.</li> <li>2. Explain differences between comedy and tragedy, classical and modern drama.</li> <li>3. Recognize dramatic techniques used in classical and modern plays.</li> </ol>	<ul style="list-style-type: none"> <li>• Complete definitions of 25 dramatic terms. Analyze their uses in the plays as they are read.</li> <li>• Learn techniques of drama including aside, soliloquy, peripety, catharsis, indirect action, stage directions, irony, tragic hero, flaw, and chorus.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt a scene from Greek or Shakespearian drama.</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.11 D</li> <li>• 1.3.11 A, B, C, E, F</li> <li>• 1.4.11 A</li> </ul>
<b>Resources/Materials</b>			
<b>Additional Resources/Inter-disciplinary Relationships</b>			

**ENGLISH HONORS**  
**Grade 10**  
**Full Year**

**Reading/Literature Curriculum – Novels**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>All students will</p> <ol style="list-style-type: none"> <li>1. Understand the structure of a novel.</li> <li>2. Understand the various types of novels represented.</li> <li>3. Understand and apply 25 prose device terms.</li> </ol>	<ul style="list-style-type: none"> <li>• Read handout on structure and use class discussion to initiate knowledge base.</li> <li>• Research the history of the novel types and presentation. (Dime novels, epistolary, romance, psychological, and social novels)</li> <li>• Discuss structure of each type and differences.</li> <li>• Discuss common themes from each type of novel.</li> <li>• Discuss literary devices in novels.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion and application in writing prompts</li> <li>• Application of knowledge in discussions and writing.</li> <li>• Test on prose terms</li> </ul>	<ul style="list-style-type: none"> <li>• 1.3.11 A, B, C, E</li> <li>• 1.6.11 A, B, D, E</li> <li>• 1.8.11 B, C</li> <li>• 1.1.11 C, D, E</li> </ul>
<b>Resources/Materials</b>			
<b>Additional Resources/Inter-disciplinary Relationships</b>			

**ENGLISH HONORS**  
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**Reading/Literature Curriculum - Novels**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>All students will</p> <p>4. Understand the concept of a historical novel.</p>	<ul style="list-style-type: none"> <li>• Read <i>To Kill A Mockingbird</i></li> <li>• Relate elements of historical novel to <i>TKAM</i>.</li> <li>• Discuss relevant themes.</li> <li>• Identify and discuss social, political, philosophical and personal influences of the author.</li> <li>• Discuss issues of prejudice today using news or other media sources.</li> <li>• Discuss concept of “coming of age” regarding characters</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Written responses to prompts regarding elements.</li> <li>• Quizzes on content and themes</li> </ul>	<ul style="list-style-type: none"> <li>• 1.3.11 A, B, C, E</li> <li>• 1.6.11 A, B, D, E</li> <li>• 1.7.11 B, C</li> </ul>
<b>Resources/Materials</b>			
<b>Additional Resources/Inter-disciplinary Relationships</b>			

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**Reading/Literature Curriculum - Novels**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
5. Understand the elements of allegorical fantasy novel.	<ul style="list-style-type: none"> <li>• Read <i>Lord of the Flies</i>.</li> <li>• Relate elements of allegory and fantasy to this novel.</li> <li>• Discuss relevant themes.</li> <li>• Identify and discuss social, political, philosophical and personal influences of the author.</li> <li>• Discuss concepts of Utopia and Dystopia.</li> <li>• Create classroom “society.”</li>   <li>• Discuss theory of “inherent evil.”</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Written responses to prompts regarding elements.</li> <li>• Quizzes on content and themes</li>   <li>• Personal journal</li>   <li>• Persuasive essay relating to Man as evil.</li> <li>• PA writing rubric</li> </ul>	<ul style="list-style-type: none"> <li>• 1.3.11 A, B, C, E</li>   <li>• 1.6.11 A, B, D, E</li>   <li>• 1.1.11 G, H</li>   <li>• 1.4.11 C</li> <li>• 1.5.11 A, B, C, D, E, F</li> </ul>
<b>Resources/Materials</b>			
<b>Additional Resources/Inter-disciplinary Relationships</b>			

**ENGLISH HONORS**  
**Grade 10**  
**Full Year**

**Reading/Literature Curriculum - Novels**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
6. Understand the elements of a modernistic novel.	<ul style="list-style-type: none"> <li>• Read <i>Cat's Cradle</i>.</li> <li>• Relate elements of modernism to this novel.</li> <li>• Discuss relevant themes.</li> <li>• Identify and discuss social, political, philosophical and personal influences of the author.</li> <li>• Discuss use of Black Humor and locate examples in novel.</li>   <li>• Discuss value of technology.</li> <li>• Create, design and build a futuristic gadget that will make life more advanced in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Written responses to prompts regarding elements.</li> <li>• Quizzes on content and themes</li>   <li>• Presentation of gadget.</li> </ul>	<ul style="list-style-type: none"> <li>• 1.3.11 A, B, C, E</li>   <li>• 1.6.11 D, E, F</li> </ul>
<b>Resources/Materials</b>			
<b>Additional Resources/Inter-disciplinary Relationships</b>			

**ENGLISH HONORS**  
**Grade 10**  
**Full Year**

**Reading/Literature Curriculum – Short Stories**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>All students will</p> <ol style="list-style-type: none"> <li>1. Recognize the differences between a novel and a short story.</li> <li>2. Understand how the short story evolved from its earliest forms to its contemporary form.</li> </ol>	<ul style="list-style-type: none"> <li>• Read and discuss Poe’s <i>Essay on Composition</i>.</li> <li>• Identify differences from novels.</li> <li>• Study elements of selected stories from movements including Romanticism, Dark Romanticism, Realism, Anti-Transcendentalism, Modernism, Post-Modernism and Minimalism.</li> <li>• Discuss philosophy and characteristics of each movement.</li> <li>• Define use of plot, character, dialogue, setting, conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Class discussion</li> <li>• Written responses to prompts regarding elements.</li> <li>• Quizzes on content and themes</li> </ul>	<ul style="list-style-type: none"> <li>• 1.3.11 A, B</li> <li>• 1.6.11 A, B, D, E</li> </ul>
<b>Resources/Materials</b>			
<b>Additional Resources/Inter-disciplinary Relationships</b>			

**ENGLISH HONORS**  
**Grade 10**  
**Full Year**

**Reading/Literature Curriculum – Short Stories**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
3. Understand and use 25 short story terms.  4. Analyze video adaptation of short story.	<ul style="list-style-type: none"> <li>• Read stories including “Masque of Red Death”, “The Birthmark”, “Jumping Frog of Calaveras County”, “Hills like White Elephants”, “A &amp; P”, “Janus”.</li> <li>• Identify examples of terms in short stories being read.</li> <li>• Critically view and analyze the literary, dramatic, and cinematic elements of video adaptation.</li> <li>• Compare to elements of short story read.</li> </ul>	<ul style="list-style-type: none"> <li>• Test on short story terms.</li> <li>• Complete reading a film packet.</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.11 G, H</li> <li>• 1.2.11 B</li> <li>• 1.3.11 A, B, C, E</li> </ul>
<b>Resources/Materials</b>			
<b>Additional Resources/Inter-disciplinary Relationships</b>			

**ENGLISH HONORS**  
**Grade 10**  
**Full Year**

**Reading/Literature Curriculum – Poetry**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>All students will</p> <ol style="list-style-type: none"> <li>1. Understand the differences between prose and poetry.</li> <li>2. Understand and recognize various forms of poetry.</li> </ol>	<ul style="list-style-type: none"> <li>• Read “What is Poetry?” in Prentice Hall – Platinum.</li> <li>• Discuss differences of poetry including word economy, structure, sensuality, form, voice.</li> <li>• Read examples of dramatic, narrative, and lyric poems. Analyze for form.</li> <li>• Read and identify Shakespearean and Italian sonnet forms.</li> <li>• Read examples of epics, ballads, blank verse, free verse and concrete poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Analyze new poems</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• 1.6.11 A, B, D, E</li> <li>• 1.3.11 A, B, C, D, F</li> </ul>
<b>Resources/Materials</b>			
<b>Additional Resources/Inter-disciplinary Relationships</b>			

**ENGLISH HONORS**  
**Grade 10**  
**Full Year**

**Reading/Literature Curriculum – Poetry**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>3. Identify and use 25 poetic terms in poetry analysis.</p> <p>4. Understand the economy of language in poetry.</p>	<ul style="list-style-type: none"> <li>• Define poetic terms and find examples in poems studied.</li>   <li>• Create word bank for class to use including all categories, foreign, nonsense, etc.</li> <li>• Create short poems using words to discover extended meaning of various word combinations.</li> </ul>	<ul style="list-style-type: none"> <li>• “Poetry in the Real World” packet rubric</li> <li>• Poem analysis Quiz</li>   <li>• Class participation</li> <li>• Cooperative sharing of the experience</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.11 A, B, D, E, F, G, H</li>   <li>• 1.6.11 A, B, D, E</li> </ul>
<b>Resources/Materials</b>			
<b>Additional Resources/Inter-disciplinary Relationships</b>			



**ENGLISH HONORS**  
**Grade 10**  
**Full Year**

**Reading/Literature Curriculum - Drama**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>All students will</p> <ol style="list-style-type: none"> <li>1. Understand the genre of drama and its origin.</li> <li>2. Trace the development of drama through reading representative samples.</li> <li>3. Recognize dramatic techniques used in classical and modern plays.</li> </ol>	<ul style="list-style-type: none"> <li>• Read overview of Greek drama including history, theater, actors, masks, tragedy and comedy.</li> <li>• Read <i>Oedipus Rex</i>, <i>Antigone</i>, <i>Macbeth</i>, <i>Raisin in the Sun</i> or another modern drama.</li> <li>• Discuss elements of drama as well as techniques used by playwrights including aside, soliloquy, peripety, catharsis, indirect action, stage directions, irony, tragic hero, flaw, and chorus.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Notes</li> <li>• Class discussion</li> <li>• Written responses to prompts regarding elements.</li> <li>• Quizzes on content and themes</li> </ul>	<ul style="list-style-type: none"> <li>• 1.3.11 A, B, C, D, E, F</li> </ul>
<b>Resources/Materials</b>			
<b>Additional Resources/Inter-disciplinary Relationships</b>			

**ENGLISH HONORS**  
**Grade 10**  
**Full Year**

**Reading/Literature Curriculum - Drama**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>4. Understand and identify devices that are unique to the dramatic form.</p> <p>5. Explain differences between comedy and tragedy, classical and modern drama.</p>	<ul style="list-style-type: none"> <li>• Complete definitions of 25 dramatic terms and analyze their uses in the plays as they are read.</li>   <li>• Read excerpts from Aristotle's <i>The Poetics</i> and apply to Greek drama and Shakespeare.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion/participation</li> <li>• Quiz on vocabulary</li> <li>• Unit assessment</li> <li>• Written scene</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.11 E, F, G, H</li>   <li>• 1.3.11 A, B, C, F</li> </ul>
<b>Resources/Materials</b>			
<b>Additional Resources/Inter-disciplinary Relationships</b>			