



Pine Grove Area

SCHOOL DISTRICT

English

Post Secondary English 10, World Literature

September 18, 2008

I. PHILOSOPHY

The College Prep English 10, World Literature course of the Pine Grove Area School District has been structured to refine the acquisition of reading comprehension, and response to literature as well as informational and persuasive writing specifically within the confines of World Literature with an emphasis of refining skills in the four major areas of language, listening, speaking, reading, and writing. The College Prep English 10, World Literature course continues to refine the skills of English 9 in preparation for the PSSA and advancement to College Prep level instruction. The course will allow for the accommodation of many learning styles, motivational levels, and academic abilities.

II. CORE CONCEPTS

1. Early Literature (Mesopotamia) - Define the major traits of Early Mesopotamian literature and discuss their influence on studied texts within and outside of the same culture.
2. Greek and Roman Literature - Define the major traits of classic Greek and Roman literature and discuss their influence on studied texts within and outside of the same culture.
3. Asian Literature (China and Japan) - Define the major traits of Asian literature and discuss their influence on studied texts within and outside of the same culture.
4. African Literature - Define the major traits of African literature and discuss its influence on studied texts, within and outside of the same culture.
5. European Literature - Define the major traits of European Literature and discuss their influence on studied texts within and outside of the same culture.
6. American Literature - Define the major traits of American Naturalistic Literature and discuss their influence on studied texts.
7. Latin American Literature - Define the major traits of Latin American Literature and discuss its influence on studied texts within and outside of the same culture.
8. Modern Novel and Modern Drama - Read modern drama and analyze it for theme, historical influence, and significance; compare modern drama with classical Greek and Roman drama and Shakespearean drama.
9. Writing - Initialize a career search and begin to prepare a personal resume for future use.

III. COURSE OF STUDY

- A. Course Name: College Prep English 10

- B. Grade Level: 10

- C. Length of Course: Full Year
 - 1. Frequency: Daily

 - 2. Duration: 45 minutes per session

- D. Academic Level: College Prep

- E. Credits: 1

- F. Prerequisites: Teacher recommendation

- G. Course Description: - In this course, students survey American literature from the Colonial Period to the Contemporary Period, focusing on the major trends and literary analysis of fiction, poetry, drama, and non-fiction. The course stresses analytical writing in response to literature in addition to informational and persuasive papers. Students explore various modes of technology as a means of responding to literature. A research paper from two critical perspectives forms the culminating project of the course. The course reviews some of the more recent history of the English language in America.

IV. CONTENT: College Prep English 10

CORE CONCEPT 1: Early Literature (Mesopotamia)

MAJOR OBJECTIVE: Define the major traits of Early Mesopotamian literature and discuss their influence on studied texts within and outside of the same culture.

CURRICULUM STANDARD:			
PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.1.11 B Analyze the structure of informational materials explaining how authors used these to achieve their purposes.</p>	<p>Teacher will guide students to understand the relationship between religion and literature.</p> <p>Teacher will guide students to examine religion’s role in the creation of language and literature.</p> <p>Teacher will guide students to understand the variety of literary traditions and structures.</p>	<p>Teacher evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Essay Presentation Multi-media presentation Graded Discussion Informal Discussion Group Presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>
<p>PA Standard 1.3.11 A Read and understand works of literature.</p>	<p>Teacher will guide students to understand the conventions of an epic.</p> <p>Teacher will guide students to examine a variety of epics including those of poetry and prose, noting the major conventions and structures of each.</p>	<p>Teacher evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Essay Graded Discussion Informal Discussion Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

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CORE CONCEPT 1: Early Literature (Mesopotamia)

MAJOR OBJECTIVE: Define the major traits of Early Mesopotamian literature and discuss their influence on studied texts within and outside of the same culture.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.3.11 C Analyze the effectiveness, in terms of literary quality, of the author’s use of literary devices.</p> <ul style="list-style-type: none"> • Sound techniques (e.g., rhyme, rhythm, meter, alliteration). • Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire). • Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time). 	<p>Teacher will guide students to define literary motif.</p> <p>Teacher will guide students to examine a text for motif, and identify its relationship to plot, characterization, and theme.</p>	<p>Teacher evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Essay Presentation Multi-media presentation Graded Discussion Informal Discussion Group Presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>
<p>PA Standard 1.1.11 H Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter and pronunciation. • Read a variety of genres and types of text. • Demonstrate comprehension (Standard 1.1.11.G.). 	<p>Teacher will guide students to define symbolism.</p> <p>Teacher will guide students to examine a text for symbolism, identifying common symbols and symbolic structures (light, darkness, seasons, etc).</p> <p>Teacher will guide students to explain the relationship between symbolism and plot, character, and theme.</p>	<p>Teacher evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Essay Presentation Multi-media presentation Graded Discussion Informal Discussion Group Presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

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CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.7.11 C Explain and evaluate the role and influence of the English language within and across countries.</p>	<p>Teacher will guide students to examine the literary challenge of translation.</p> <p>Teacher will guide students to consider different translations of one text, noting the major similarities and differences.</p>	<p>Teacher evaluation of:</p> <p>Quizzes Reading journals Graphic Organizers Essay Group Presentation Worksheets</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>
<p>PA Standard 1.7.11 C Explain and evaluate the role and influence of the English language within and across countries.</p>	<p>Teacher will guide students to understand the relationship between the English language and other earlier languages.</p> <p>Teacher will guide students to explain the development of words borrowed and or based in other languages.</p>	<p>Teacher evaluation of:</p> <p>Quizzes Reading journals Tests Graphic Organizers Group Presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: College Prep English 10

CORE CONCEPT 2: Greek and Roman Literature

MAJOR OBJECTIVE: Define the major traits of classic Greek and Roman literature and discuss their influence on studied texts within and outside of the same culture.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.2.11 C Produce work in at least one literary genre that follows the conventions of the genre.</p>	<p>Teacher will guide students to define myth.</p> <p>Teacher will guide students to examine several myths to identify structural similarities.</p> <p>Teacher will guide students to examine the similarities and differences between classical Greek and Roman myths for style, theme, and moral attitude.</p> <p>Teacher will guide students to imitate the style, format, and structure of classical myths.</p>	<p>Teacher evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Essay Presentation Multi-media presentation Graded Discussion Informal Discussion Group Presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

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CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.3.11 D Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox).</p>	<p>Teacher will guide students to identify and analyze epic poetry.</p> <p>Teacher will guide students to analyze epic poetry for the paradigm of the epic hero.</p> <p>Teacher will guide students to analyze the relationship between epic poetry and modern poetry by comparing epic poetry with contemporary poetry.</p> <p>Teacher will guide students to analyze literature for allusions to classic epic poetry and classic Greek and Roman poets (Virgil, Homer, etc)</p>	<p>Teacher evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Essay Presentation Multi-media presentation Graded Discussion Informal Discussion Group Presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

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CURRICULUM STANDARD:

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<p>PA Standard 1.3.11 C Analyze the effectiveness, in terms of literary quality, of the author’s use of literary devices.</p> <ul style="list-style-type: none">• Sound techniques (e.g., rhyme, rhythm, meter, alliteration).• Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire).• Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time).	<p>Teacher will guide students to define major poetic devices (at least 25).</p> <p>Teacher will guide students to produce examples of at least 25 poetic devices.</p> <p>Teacher will guide students to analyze the use of poetic devices in works of classical Greek and Roman poetry as well as in modern and contemporary poetry with similar themes.</p> <p>Teacher will guide students to understand the relationship between poetic devices and theme, mood, tone, and voice.</p>	<p>Teacher evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Essay Presentation Multi-media presentation Graded Discussion Informal Discussion Group Presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

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<p>PA Standard 1.3.11 E Analyze how a scriptwriter’s use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.</p>	<p>Teacher will guide students to understand the structure and traditional elements of classical Greek tragedy.</p> <p>Teacher will guide students to identify and analyze works for the archetype of the tragic hero according to classical Greek drama.</p> <p>Teacher will guide students to analyze the role of the chorus in Greek drama, and compare and contrast the role of chorus and the role of narrator.</p>	<p>Teacher evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Essay Presentation Multi-media presentation Graded Discussion Informal Discussion Group Presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

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CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.1.11 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none">• Make, and support with evidence, assertions about texts.• Compare and contrast texts using themes, settings, characters and ideas.• Make extensions to related ideas, topics or information.• Assess the validity of the document based on context.• Analyze the positions, arguments and evidence in public documents.• Evaluate the author's strategies.• Critique public documents to identify strategies common in public discourse	<p>Teacher will guide students to compare and contrast works of classical Greek and Roman culture.</p> <p>Teacher will guide students to compare and contrast classical texts with modern and contemporary texts for theme and style.</p> <p>Teacher will guide students to synthesize the elements of Greek and Roman literature to produce an imitation.</p>	<p>Teacher evaluation of:</p> <p>Reading journals Graphic Organizers Essay Presentation Multi-media presentation Group Presentation Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: College Prep English 10

CORE CONCEPT 3: Asian Literature (China, Japan, and India)

MAJOR OBJECTIVE: Define the major traits of Asian literature and discuss their influence on studied texts within and outside of the same culture.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.1.11 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none">• Make, and support with evidence, assertions about texts.• Compare and contrast texts using themes, settings, characters and ideas.• Make extensions to related ideas, topics or information.• Assess the validity of the document based on context.• Analyze the positions, arguments and evidence in public documents.• Evaluate the author's strategies.• Critique public documents to identify strategies common in public discourse.	<p>Teacher will guide students to examine the conventions of Japanese drama (both traditional and modern).</p> <p>Teacher will guide students to analyze Japanese drama for its similarities and differences when compared with classical Greek and Roman drama.</p> <p>Teacher will guide students to understand the Japanese form of presentation with respect to drama and to examine examples of Japanese dramatic presentations.</p>	<p>Teacher evaluation of:</p> <p>Reading journals Graphic Organizers Informal Discussion Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

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CURRICULUM STANDARD:

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<p>PA Standard 1.1.11 A Locate various texts, media and traditional resources for assigned and independent projects before reading.</p>	<p>Teacher will guide students to understand the genre conventions of short story.</p> <p>Teacher guide students to examine several examples of both Chinese and Japanese short stories.</p> <p>Teacher will guide students to analyze short stories for theme, symbolism, characterization, and plot.</p> <p>Teacher will guide students to consider the differences and similarities of Asian short stories and modern American or British short stories.</p>	<p>Teacher evaluation of:</p> <p>Reading journals Tests Graphic Organizers Presentation Multi-media presentation Group Presentation Worksheets Written Response Logs</p>	

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<p>PA Standard 1.1.11 D Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.</p>	<p>Teacher will guide students to analyze the conventions of the creation myth.</p> <p>Teacher will guide students to analyze several examples of Asian creation myths for theme, plot, and style.</p> <p>Teacher will guide students to compare and contrast the elements of traditional Asian creation myths and the elements of traditional Western creation myths.</p>	<p>Teacher evaluation of:</p> <p>Reading journals Presentation Group Presentation Multimedia presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: College Prep English 10

CORE CONCEPT 4: African Literature

MAJOR OBJECTIVE: Define the major traits of African literature and discuss its influence on studied texts, within and outside of the same culture.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.2.11 B Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none">• Select appropriate electronic media for research and evaluate the quality of the information received.• Explain how the techniques used in electronic media modify traditional forms of discourse for different purposes.• Use, design and develop a media project to demonstrate understanding (e.g., a major writer or literary period or movement).	<p>Teacher will guide students to an appreciation of the diversity of African culture as displayed in its diverse literature including short story, poetry, drama, and prose.</p> <p>Teacher will guide students to examine two works within one African culture for similarities and differences in theme or message and writing style.</p> <p>Teacher will guide students to analyze at least two works of different African cultures for similarities and differences in theme or message and writing style.</p> <p>Teacher will guide students to consider the major contextual influences on African fiction, non-fiction, and poetry and analyze how they are reflected in the texts.</p>	<p>Teacher evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Essay Multi-media presentation Group Presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: College Prep English 10

CORE CONCEPT 4: African Literature

MAJOR OBJECTIVE: Define the major traits of African literature and discuss its influence on studied texts, within and outside of the same culture.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.1.11 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none">• Make, and support with evidence, assertions about texts.• Compare and contrast texts using themes, settings, characters and ideas.• Make extensions to related ideas, topics or information.• Assess the validity of the document based on context.• Analyze the positions, arguments and evidence in public documents.• Evaluate the author's strategies.• Critique public documents to identify strategies common in public discourse.	<p>Teacher will guide students to examine various examples of African short stories for theme, plot, characterization, and style.</p> <p>Teacher will guide students to analyze the similarities and differences of Asian and African short stories.</p> <p>Teacher will guide students to analyze the relationship between diction and theme through an analysis of one or more short stories.</p>	<p>Teacher evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Multi-media presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

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CORE CONCEPT 4: African Literature

MAJOR OBJECTIVE: Define the major traits of African literature and discuss its influence on studied texts, within and outside of the same culture.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.1.11 E Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.</p>	<p>Teacher will guide students to establish a reading vocabulary through self discovery.</p>	<p>Teacher evaluation of: Reading quizzes Reading journals Tests Graphic Organizers Worksheets</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>
<p>PA Standard 1.6.11 B Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none">• Relate them to previous knowledge.• Predict solutions to identified problems.• Summarize and reflect on what has been heard.• Identify and define new words and concepts.• Analyze and synthesize the selections relating them to other selections heard or read.	<p>Teacher will guide students to analyze the effectiveness of oral tradition.</p> <p>Teacher will guide students to examine several recorded oral tales of various African cultures.</p> <p>Teacher will guide students to examine modern or contemporary oral traditions in family, society, culture, etc.</p> <p>Teacher will guide students to explain the relationship between oral and written tradition in literature.</p>	<p>Teacher evaluation of: Presentation Multi-media presentation Group Presentation Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: College Prep English 10

CORE CONCEPT 4: African Literature

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CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.3.11 A Read and understand works of literature.</p>	<p>Teacher will guide students to analyze African myths for theme or message, style, and conventions.</p> <p>Teacher will guide students to analyze the similarities and differences of African myths and myths of other cultures including Greek and Roman.</p>	<p>Teacher evaluation of:</p> <p>Reading journals Graphic Organizers Worksheets Written Response Logs Multimedia product/presentation</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>
<p>PA Standard 1.3.11 B Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.</p>	<p>Teacher will guide student to analyze African legends for theme or message, style and conventions.</p> <p>Teacher will guide students to analyze the similarities and differences of African legends and legends of other cultures including modern Western legends.</p> <p>Teacher will guide students analyze and synthesize the differences of myth and legend in format, style, and influence.</p>	<p>Teacher evaluation of:</p> <p>Presentation Multi-media presentation Group Presentation Worksheets Written Response Logs</p>	

CONTENT: College Prep English 10

CORE CONCEPT 4: African Literature

MAJOR OBJECTIVE: Define the major traits of African literature and discuss its influence on studied texts, within and outside of the same culture.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.3.11 D Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox).</p> <p>PA Standard 1.3.11 A Read and understand works of literature.</p>	<p>Teacher will guide students to understand the genre of tall tale or moral tale.</p> <p>Teacher will guide students to replicate the genre of tall tale or moral tale.</p> <p>Teacher will guide students to present examples of African tall tales or moral tales with an analysis of theme or message.</p> <p>Teacher will guide students to understand the influence of understatement, overstatement, irony, and hyperbole among other devices in the creation of tone in tall tales or moral tales.</p>	<p>Teacher evaluation of:</p> <p>Reading journals</p> <p>Tests</p> <p>Graphic Organizers</p> <p>Essay</p> <p>Worksheets</p> <p>Written Response Logs</p> <p>Multimedia product/presentation</p>	<p>Textbook resources</p> <p>Textbook</p> <p>Websites</p> <p>Journal or notebook</p> <p>Supplemental materials</p> <p>Rubrics</p> <p>Teacher generated worksheets</p> <p>Teacher prepared media presentations</p>

CONTENT: College Prep English 10

CORE CONCEPT 5: European Literature

MAJOR OBJECTIVE: Define the major traits of European Literature and discuss their influence on studied texts within and outside of the same culture.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.2.11 A Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none">• Differentiate fact from opinion across a variety of texts by using complete and accurate information, coherent arguments and points of view.• Distinguish between essential and nonessential information across a variety of sources, identifying the use of proper references or authorities and propaganda techniques where present.• Use teacher and student established criteria for making decisions and drawing conclusions.• Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic and reasoning.	<p>Teacher will guide students to analyze the genre conventions of essay and other forms of non-fiction.</p> <p>Teacher will guide students to compare and contrast philosophical essays of various European authors such as Camus, Voltaire, Dante, Rousseau, and Machiavelli.</p> <p>Teacher will guide students to summarize the main points and key features of various essays and texts of non-fiction.</p> <p>Teacher will guide students to examine the relationship between the philosophical ideas of major essays and literature of European cultures.</p> <p>Teacher will guide students to understand the basic philosophy of existentialism and its relationship to absurdism.</p>	<p>Teacher evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Essay Presentation Multi-media presentation Graded Discussion Informal Discussion Group Presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

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CORE CONCEPT 5: European Literature

MAJOR OBJECTIVE: Define the major traits of European Literature and discuss their influence on studied texts within and outside of the same culture.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.2.11A Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none">• Differentiate fact from opinion across a variety of texts by using complete and accurate information, coherent arguments and points of view.• Distinguish between essential and nonessential information across a variety of sources, identifying the use of proper references or authorities and propaganda techniques where present.• Use teacher and student established criteria for making decisions and drawing conclusions.• Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic and reasoning.	<p>Teacher will guide students to examine the cultural significance of William Shakespeare in European literature as well as literature of the world.</p> <p>Teacher will guide students to examine the differences and similarities between Shakespearean drama and classical Greek and Roman drama.</p> <p>Teacher will guide students to discuss the format, style, and presentation of Shakespearean plays and the Shakespearean theater.</p>	<p>Teacher evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Essay Presentation Multi-media presentation Graded Discussion Informal Discussion Group Presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

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CORE CONCEPT 5: European Literature

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PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.3.11 E Analyze how a scriptwriter’s use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.</p>	<p>Teacher will guide students to analyze Shakespearean drama for theme, literary devices, characterization, plot and literary allusion.</p> <p>Teacher will guide students to analyze Shakespearean drama for the conventions of the specific type of drama (Roman, historical, tragic, comedic, or “problem play”).</p> <p>Teacher will guide students to analyze the archetypes presented through Shakespearean drama such as the tragic hero or gender.</p>	<p>Teacher evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Essay Presentation Multi-media presentation Graded Discussion Informal Discussion Group Presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>
<p>PA Standard 1.7.11 C Explain and evaluate the role and influence of the English language within and across countries.</p>	<p>Teacher will guide students to analyze the historical influence of Shakespearean language on modern English.</p> <p>Teacher will guide students to understand the use of pun and consider its influence on theme and characterization.</p>	<p>Teacher evaluation of:</p> <p>Tests Graphic Organizers Essay Presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

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CORE CONCEPT 5: European Literature

MAJOR OBJECTIVE: Define the major traits of European Literature and discuss their influence on studied texts within and outside of the same culture.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.711 A Describe the influence of historical events on the English language.</p>	<p>Teacher will guide students to examine the development of the English language from Early English to Modern English noting the major social, political, and religious contributions.</p> <p>Teacher will guide students to analyze the changes in pronunciation and sentence structure, and semantics from Middle English to Modern English.</p>	<p>Teacher evaluation of:</p> <p>Tests Graphic Organizers Essay Presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

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CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.1.11 C Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing.</p>	<p>Teacher will guide students to analyze the specific format of sonnets.</p> <p>Teacher will guide students to synthesize the differences of Shakespearean and Petrarchan sonnets.</p> <p>Teacher will guide students to analyze sonnets for the use of literary devices, tone, mood, imagery, and theme.</p> <p>Teacher will guide students to use context clues and prior knowledge to read and analyze complex vocabulary in poetry.</p>	<p>Teacher evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Essay Presentation Multi-media presentation Graded Discussion Informal Discussion Group Presentation Worksheets Written Response Logs Poems</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: College Prep English 10

CORE CONCEPT 5: European Literature

MAJOR OBJECTIVE: Define the major traits of European Literature and discuss their influence on studied texts within and outside of the same culture.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.3.11 C Analyze the effectiveness, in terms of literary quality, of the author’s use of literary devices.</p> <ul style="list-style-type: none">• Sound techniques (e.g., rhyme, rhythm, meter, alliteration).• Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire).• Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time).	<p>Teacher will guide students to examine poetry including sonnets for meter and rhyme scheme.</p>	<p>Teacher evaluation of:</p> <p>Tests Graphic Organizers Multi-media product Worksheets Poems</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>
<p>PA Standard 1.6.11 A Listen to others.</p> <ul style="list-style-type: none">• Ask clarifying questions.• Synthesize information, ideas and opinions to determine relevancy.• Take notes.	<p>Teacher will guide students to analyze the historical and literary significance of Arthurian legends. Teacher will guide students to analyze the archetype of traditional romances. Teacher will guide students to identify contemporary literary allusions to traditional romances and Arthurian legends.</p>	<p>Teacher evaluation of:</p> <p>Quizzes Reading journals Tests Graphic Organizers Essay Multi-media presentation/product Group Presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: College Prep English 10

CORE CONCEPT 5: European Literature

MAJOR OBJECTIVE: Define the major traits of European Literature and discuss their influence on studied texts within and outside of the same culture.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.4.11 A Write short stories, poems and plays.</p> <ul style="list-style-type: none">• Apply varying organizational methods.• Use relevant illustrations.• Utilize dialogue.• Apply literary conflict.• Include varying characteristics (e.g., from limerick to epic, from whimsical to dramatic).• Include literary elements (Standard 1.3.11.B.) .• Use literary devices (Standard 1.3.11.C.).	<p>Teacher will guide students to imitate the conventions of the archetype of romance through creative writing.</p>	<p>Teacher Evaluation of:</p> <p>Creative Writing Samples Rough Draft Peer Edit Participation Final Draft Oral Presentation</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: College Prep English 10

CORE CONCEPT 5: European Literature

MAJOR OBJECTIVE: Define the major traits of European Literature and discuss their influence on studied texts within and outside of the same culture.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.6.11 D Contribute to discussions.</p> <ul style="list-style-type: none">• Ask relevant, clarifying questions.• Respond with relevant information or opinions to questions asked.• Listen to and acknowledge the contributions of others.• Adjust tone and involvement to encourage equitable participation.• Facilitate total group participation.• Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.• Paraphrase and summarize as needed.	<p>Teacher will guide students to study the historical movement of Romanticism in European literature.</p> <p>Teacher will guide students to read and analyze Romantic texts such as prose and poetry for theme, style, literary devices, characterization, and plot.</p> <p>Teacher will guide students to compare and contrast Romantic texts with other European texts.</p> <p>Teacher will guide students to compare and contrast Romantic texts with other texts from different cultures.</p>	<p>Teacher evaluation of:</p> <p>Reading journals Tests Graphic Organizers Multi-media presentation Informal Discussion Group Presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: College Prep English 10

CORE CONCEPT 6: American Literature

MAJOR OBJECTIVE: Define the major traits of American Naturalistic Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.1.11 A Locate various texts, media and traditional resources for assigned and independent projects before reading.</p>	<p>Teacher will guide students to a basic understanding of the American literary tradition when compared to British literary tradition and the literary traditions of other cultures.</p>	<p>Teacher evaluation of: Reading journals Graphic Organizers Presentation Multi-media presentation Group Presentation Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>
<p>PA Standard 1.2.11 B Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none">• Select appropriate electronic media for research and evaluate the quality of the information received.• Explain how the techniques used in electronic media modify traditional forms of discourse for different purposes.• Use, design and develop a media project to demonstrate understanding (e.g., a major writer or literary period or movement).	<p>Teacher will guide students to examine the genre of novel as a sub-genre of fiction.</p> <p>Teacher will guide students to analyze modern or contemporary American novels for theme, plot, character, structure, and historical significance.</p> <p>Teacher will guide students to examine typical American themes in literature including individuality vs. conformity and the American Dream.</p>	<p>Teacher evaluation of: Reading quizzes Reading journals Tests Graphic Organizers Essay Presentation Multi-media presentation Graded Discussion Informal Discussion Group Presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: College Prep English 10

CORE CONCEPT 6: American Literature

MAJOR OBJECTIVE: Define the major traits of American Naturalistic Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.6.11 E Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none">• Initiate everyday conversation.• Select and present an oral reading on an assigned topic.• Conduct interviews.• Participate in a formal interview (e.g., for a job, college).• Organize and participate in informal debate around a specific topic.• Use evaluation guides (e.g., National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television).	<p>Teacher will guide students to examine the archetypes of a “journey novel” and a “coming of age” novel.</p> <p>Teacher will guide students to analyze the modern hero, providing numerous examples through novels and or short stories.</p> <p>Teacher will guide students to examine the differences and similarities between the modern hero and classical Greek and Roman and Shakespearean heroes.</p>	<p>Teacher evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Essay Presentation Multi-media presentation Graded Discussion Informal Discussion Group Presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: College Prep English 10

CORE CONCEPT 6: American Literature

MAJOR OBJECTIVE: Define the major traits of American Naturalistic Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.7.11 B Analyze when differences in language are a source of negative or positive stereotypes among groups.</p>	<p>Teacher will guide students analyze the vernacular's significance in the English language.</p> <p>Teacher will guide students to analyze the effect of vernacular language on theme, characterization, and plot.</p>	<p>Teacher evaluation of:</p> <p>Reading journals Graphic Organizers Multi-media presentation/product Informal Discussion Group Presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>
<p>PA Standard 1.3.11 B Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.</p>	<p>Teacher will guide students to examine the development of the novel as a genre in various cultures.</p>	<p>Teacher evaluation of:</p> <p>Graphic Organizers Multi-media presentation/product Informal Discussion Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: College Prep English 10

CORE CONCEPT 7: Latin American Literature

MAJOR OBJECTIVE: Define the major traits of Latin American Literature and discuss its influence on studied texts within and outside of the same culture.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.1.11 A Locate various texts, media and traditional resources for assigned and independent projects before reading.</p>	<p>Teacher will guide students to examine the historical significance of Latin American authors.</p>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">QuizReading journalsTestsGraphic OrganizersMulti-media presentation/productInformal DiscussionGroup PresentationWorksheetsWritten Response Logs	<ul style="list-style-type: none">Textbook resourcesTextbookWebsitesJournal or notebookSupplemental materialsRubricsTeacher generated worksheetsTeacher prepared media presentations
<p>PA Standard 1.3.11 A A. Read and understand works of literature.</p>	<p>Teacher will guide students to analyze Latin American fiction for theme, plot, characterization, and style.</p> <p>Teacher will guide students to analyze Latin American fiction by comparing and contrasting several examples with examples from other cultures.</p>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">Reading journalsTestsGraphic OrganizersMulti-media presentationInformal DiscussionGroup PresentationWorksheetsWritten Response Logs	<ul style="list-style-type: none">Textbook resourcesTextbookWebsitesJournal or notebookSupplemental materialsRubricsTeacher generated worksheetsTeacher prepared media presentations

CONTENT: College Prep English 10

CORE CONCEPT 7: Latin American Literature

MAJOR OBJECTIVE: Define the major traits of Latin American Literature and discuss its influence on studied texts within and outside of the same culture.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.3.11 C Analyze the effectiveness, in terms of literary quality, of the author’s use of literary devices.</p> <ul style="list-style-type: none">• Sound techniques (e.g., rhyme, rhythm, meter, alliteration).• Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire).• Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time).	<p>Teacher will guide students to analyze Latin American poetry for theme, tone, mood, imagery, and poetic devices.</p> <p>Teacher will examine traditional forms of Latin American poetry and compare them with other traditional forms such as haiku, epic, etc.</p>	<p>Teacher evaluation of:</p> <p>Reading journals Graphic Organizers Presentation Multi-media presentation/product Group Presentation Worksheets Written Response Logs Poems</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: College Prep English 10

CORE CONCEPT 8: Modern Novel and Modern Drama

MAJOR OBJECTIVE: Read modern drama and analyze it for theme, historical influence, and significance; compare modern drama with classical Greek and Roman drama and Shakespearean drama.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.3.11 E Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.</p>	<p>Teacher will guide students to analyze the conventions of modern drama.</p> <p>Teacher will guide students to compare and contrast the differences and similarities between modern drama and classical Greek and Roman drama with particular attention to organization, style, and character.</p> <p>Teacher will guide students to compare and contrast the differences and similarities between modern drama and Shakespearean drama with particular attention to style, character and plot.</p>	<p>Teacher evaluation of:</p> <p>Reading journals Graphic Organizers Presentation Multi-media presentation Informal Discussion Group Presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: College Prep English 10

CORE CONCEPT 8: Modern Novel and Modern Drama

MAJOR OBJECTIVE: Read modern drama and analyze it for theme, historical influence, and significance; compare modern drama with classical Greek and Roman drama and Shakespearean drama.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.3.11 B Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.</p>	<p>Teacher will guide students to analyze the variety of conventions and style of modern drama, considering such things as stream of consciousness, open-ended conclusions, ambiguity, etc.</p> <p>Teacher will guide students appreciate ambiguity or vagueness in plot, characterization, and theme.</p> <p>Teacher will guide students to analyze thematic differences among modern dramas.</p> <p>Teacher will guide students to analyze differences in plot, characterization, style, and setting of several modern dramas.</p>	<p>Teacher evaluation of:</p> <p>Reading journals Graphic Organizers Essay Multi-media presentation or product Informal Discussion Group Presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: College Prep English 10

CORE CONCEPT 8: Modern Novel and Modern Drama

MAJOR OBJECTIVE: Read modern drama and analyze it for theme, historical influence, and significance; compare modern drama with classical Greek and Roman drama and Shakespearean drama.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.6.11 C Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none">• Use a variety of sentence structures to add interest to a presentation.• Pace the presentation according to audience and purpose.• Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.	<p>Teacher will guide students to participate in a presentation of a modern drama or a part of a modern drama.</p> <p>Teacher will guide students to use setting, scenery, and props to contribute to a specific theme to be present in their presentation.</p> <p>Teacher will guide students to use multi-media formats for presentation purposes.</p> <p>Teacher will guide students to consider the limitations of stage presentation and other media presentations.</p>	<p>Teacher evaluation of:</p> <p>Presentation Multi-media presentation Group Presentation</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: College Prep English 10

CORE CONCEPT 8: Modern Novel and Modern Drama

MAJOR OBJECTIVE: Read modern drama and analyze it for theme, historical influence, and significance; compare modern drama with classical Greek and Roman drama and Shakespearean drama.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.3.11 F Read and respond to nonfiction and fiction including poetry and drama.</p>	<p>Teacher will guide students to analyze modern drama through writing.</p> <p>Teacher will guide students to develop a thematic essay with clear, concise, document textual evidence.</p> <p>Teacher will guide students to form a thesis with respect to theme.</p>	<p>Theme Essay Reading journal Response Log</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations Research Materials (Print and Electronic) Computers Word Processing Programs</p>

CONTENT: College Prep English 10

CORE CONCEPT 9: Writing

MAJOR OBJECTIVE: Initialize a career search and begin to prepare a personal resume for future use.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.4.11 D Maintain a written record of activities, course work, experience, honors and interests.</p>	<p>Teacher will guide students to initiate a career search in a field of personal interest.</p> <p>Teacher will guide students to research a career of their choice.</p> <p>Teacher will provide career-related presentations by outside presenters.</p> <p>Teacher will guide students to prepare a list of personal achievements, honors, and activities and interpret the skills gained from those experiences as work-related skills.</p>	<p>Teacher Evaluation of:</p> <p>Personal Resume Career Research Presentation Journal</p>	<p>Various Presenters Research Materials Computers Word Processing Software Journal or Notebook</p>
<p>PA Standard 1.4.11 E Write a personal résumé.</p>	<p>Teacher will guide students to prepare a personal resume based on their achievements, honors, and activities with a clear objective.</p> <p>Teacher will guide students to prepare a personal resume using appropriate templates and conventions for this purpose.</p>	<p>Teacher Evaluation of:</p> <p>Personal Resume Career Research Presentation Journal</p>	<p>Various Presenters Research Materials Computers Word Processing Software Journal or Notebook</p>

CONTENT: College Prep English 10

CORE CONCEPT 9: Writing

MAJOR OBJECTIVE: Initialize a career search and begin to prepare a personal resume for future use.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.5.11 E Edit writing using the conventions of language.</p> <ul style="list-style-type: none">• Spell all words correctly.• Use capital letters correctly.• Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).• Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.• Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).	<p>Teacher will guide students to edit writing for conventions, style, voice and structure.</p> <p>Teacher will guide students to analyze writing for consistency in tense and voice.</p> <p>Teacher will guide students to analyze the contribution of different sentence structures to voice and style.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper</p> <p>Essay</p> <p>Rough Draft</p> <p>Final Draft</p> <p>Peer Edit</p> <p>Written Response</p>	<p>Textbook resources</p> <p>Textbook</p> <p>Websites</p> <p>Journal or notebook</p> <p>Supplemental materials</p> <p>Rubrics</p> <p>Teacher generated worksheets</p> <p>Teacher prepared media presentations</p> <p>Research Materials (Print and Electronic)</p> <p>Computers</p> <p>Word Processing Programs</p>

CONTENT: College Prep English 10

CORE CONCEPT 9: Writing

MAJOR OBJECTIVE: Initialize a career search and begin to prepare a personal resume for future use.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.5.11 D Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p>	<p>Teacher will guide students to edit writing for conventions, style, voice and structure.</p> <p>Teacher will guide students to analyze writing for consistency in tense and voice.</p> <p>Teacher will guide students to analyze the contribution of different sentence structures to voice and style.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper Essay Rough Draft Final Draft Peer Edit Written Response</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations Research Materials (Print and Electronic) Computers Word Processing Programs</p>
<p>PA Standard 1.5.11 F Present and/or defend written work for publication when appropriate.</p>	<p>Teacher will guide students to participate in effective peer editing.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper Essay Rough Draft Final Draft Peer Edit Written Response</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations Research Materials (Print and Electronic) Computers Word Processing Programs</p>

CONTENT: College Prep English 10

CORE CONCEPT 9: Writing

MAJOR OBJECTIVE: Initialize a career search and begin to prepare a personal resume for future use.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.1.11 F Understand the meaning of and apply key vocabulary across the various subject areas.</p>	<p>Teacher will guide students to establish an active vocabulary for writing.</p> <p>Teacher will guide students to imitate various styles of writing through controlled usage of voice and diction.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper Essay Rough Draft Final Draft Peer Edit Written Response Quiz Test Multimedia Products</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations Research Materials (Print and Electronic) Computers Word Processing Programs</p>
<p>PA Standard 1.5.11 B Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none">• Gather, determine validity and reliability of, analyze and organize information.• Employ the most effective format for purpose and audience.• Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.	<p>Teacher will guide students to revise writing with respect to content.</p> <p>Teacher will guide students to make connections between content in various paragraphs to connect to a single dominating point.</p> <p>Teacher will guide students to revise writing to build stronger content.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper Essay Rough Draft Final Draft Peer Edit Written Response</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations Research Materials (Print and Electronic) Computers Word Processing Programs</p>

CONTENT: College Prep English 10

CORE CONCEPT 9: Writing

MAJOR OBJECTIVE: Initialize a career search and begin to prepare a personal resume for future use.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.5.11 C Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none">• Sustain a logical order throughout the piece.• Include an effective introduction and conclusion.	<p>Teacher will guide students to create transitions between paragraphs and revise writing for smooth and sophisticated transitions.</p> <p>Teacher will guide students to move beyond traditional five paragraph structures for deeper analysis.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper Essay Rough Draft Final Draft Peer Edit Written Response</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations Research Materials (Print and Electronic) Computers Word Processing Programs</p>
<p>PA Standard 1.8.11 A Select and refine a topic for research.</p>	<p>Teacher will guide students to select a topic for research and to find sources (electronic and print) that are likely to support their idea.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper Essay Rough Draft Final Draft Peer Edit Written Response</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations Research Materials (Print and Electronic) Computers Word Processing Programs</p>

CONTENT: College Prep English 10

CORE CONCEPT 9: Writing

MAJOR OBJECTIVE: Initialize a career search and begin to prepare a personal resume for future use.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.4.11 B Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p> <ul style="list-style-type: none">• Include a variety of methods to develop the main idea.• Use precise language and specific detail.• Include cause and effect.• Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).• Use primary and secondary sources.	<p>Teacher will guide students to write informational essays about a variety of topics including literature.</p> <p>Teacher will guide students to write a variety of research papers about a variety of topics (teacher choice, student choice, literary significance, cultural significance, etc) of up to three pages length.</p> <p>Teacher will guide students to use a variety of documentation including in text, parenthetical citations.</p> <p>Teacher will guide students to integrate research smoothly into writing through block quoting, paraphrasing, and direct quoting.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper Essay Rough Draft Final Draft Peer Edit Written Response</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations Research Materials (Print and Electronic) Computers Word Processing Programs</p>

CONTENT: College Prep English 10

CORE CONCEPT 9: Writing

MAJOR OBJECTIVE: Initialize a career search and begin to prepare a personal resume for future use.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.8.11 B Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none">• Determine valid resources for researching the topic, including primary and secondary sources.• Evaluate the importance and quality of the sources.• Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases).• Use tables of contents, indices, key words, cross-references and appendices.• Use traditional and electronic search tools.	<p>Teacher will guide students to use a variety of resources including print and electronic sources.</p> <p>Teacher will guide students to evaluate electronic sources for validity and purpose.</p> <p>Teacher will guide students to document sources through works cited, parenthetical citations, note cards, and annotated bibliographies.</p> <p>Teacher will guide students to find possible sources of literary criticism.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper Essay Rough Draft Final Draft Peer Edit Written Response</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations Research Materials (Print and Electronic) Computers Word Processing Programs</p>

CONTENT: College Prep English 10

CORE CONCEPT 9: Writing

MAJOR OBJECTIVE: Initialize a career search and begin to prepare a personal resume for future use.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.8.11 C Organize, summarize and present the main ideas from research.</p> <ul style="list-style-type: none">• Take notes relevant to the research topic.• Develop a thesis statement based on research.• Anticipate readers' problems or misunderstandings.• Give precise, formal credit for others' ideas, images or information using a standard method of documentation.• Use formatting techniques (e.g., headings, graphics) to aid reader understanding.	<p>Teacher will guide students to properly document research by checking documentation during or after research presentations.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper Essay Rough Draft Final Draft Peer Edit Written Response Presentations</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations Research Materials (Print and Electronic) Computers Word Processing Programs</p>

CONTENT: College Prep English 10

CORE CONCEPT 9: Writing

MAJOR OBJECTIVE: Initialize a career search and begin to prepare a personal resume for future use.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.4.11 C Write persuasive pieces.</p> <ul style="list-style-type: none">• Include a clearly stated position or opinion.• Include convincing, elaborated and properly cited evidence.• Develop reader interest.• Anticipate and counter reader concerns and arguments.• Include a variety of methods to advance the argument or position.	<p>Teacher will guide students to write a variety of persuasive pieces about a variety of topics (teacher choice, student choice, literary significance, cultural significance, etc).</p> <p>Teacher will guide students to write analytical persuasive essays about a literary text.</p> <p>Teacher will guide students to read contemporary criticism about literary texts as models for replication.</p> <p>Teacher will guide students to form thesis statements and position statements that are connected and consistent throughout an essay or paper.</p> <p>Teacher will guide students to use a variety of persuasive techniques in their writing.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper Essay Rough Draft Final Draft Peer Edit Written Response</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations Research Materials (Print and Electronic) Computers Word Processing Programs</p>

CONTENT: College Prep English 10

CORE CONCEPT 9: Writing

MAJOR OBJECTIVE: Initialize a career search and begin to prepare a personal resume for future use.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.5.11 A Write with a sharp, distinct focus.</p> <ul style="list-style-type: none">• Identify topic, task and audience.• Establish and maintain a single point of view.	<p>Teacher will guide students to respond in writing to a variety of literary texts including poetry, fiction, non-fiction, drama, and essay.</p> <p>Teacher will guide students to respond to a variety of prompts about studied literature.</p> <p>Teacher will guide students to write reactionary responses to literature before and after discussion.</p> <p>Teacher will guide students to consider reader’s background knowledge before, during, and after reading.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper Essay Rough Draft Final Draft Peer Edit Written Response</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations Research Materials (Print and Electronic) Computers Word Processing Programs</p>

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Students are expected to reach the proficiency in reading and writing as defined by the Commonwealth of Pennsylvania and achievement in reading comprehension and response at the tenth grade level. These skills include all of those noted in the specific content area of this curriculum.

B. Grading system for College Prep English 10 classes is as follows:

Grading Scale	
A	100% - 90%
B	89% - 80%
C	79% - 70%
D	69% - 60 %
F	59% - 0%

C. Each student's grade will be determined at the conclusion of each marking period.