



Pine Grove Area

SCHOOL DISTRICT

English

Career Technology English 10

November 19, 2009

I. PHILOSOPHY

The Career Technology English 10, course of the Pine Grove Area School District has been structured as the first step for the student pursuing a high school diploma which will enable and prepare them for the work force or attendance at a trade school. This course is based on expanding creative thinking skills while reinforcing basic grammatical, mechanical, and usage skills, by appealing to the four major areas of language: listening, speaking, reading, and writing. Literature themes will be explored by reviewing and responding to world literature and various forms of media. This course will refine the skills acquired from English 9 in preparation for the PSSA. The course will allow for the accommodation of learning styles, motivational levels, and academic abilities.

II. CORE CONCEPTS

1. Sentence structure and variety – types of sentences
2. Writing quality, types, and structure – sentence and paragraph organization; expository, narrative, persuasive, and descriptive.
3. Vocabulary and comprehension- word parts and origins to enhance vocabulary comprehension to increase reading
4. Research and documentation – finding and showing sources for writing
5. Interpretation and analysis- excerpts of world literature will be read and analyzed critically
6. Career research project – for senior project
7. Modern Novel and Modern Drama
8. Public speaking – speaking skills for various situations

III. COURSE OF STUDY

A. Course Name: Career Technology English 10

B. Grade Level: 10

C. Length of Course: Half Year

1. Frequency: Twice Daily

2. Duration: 80 to 90 minutes per day

D. Academic Level: Career Technology

E. Credits: 1

F. Prerequisites: None

G. Course Description: - In this course, students will focus on improving writing, reading, analysis, and comprehension skills. Through project based learning, students explore and analyze media, printed, online, and film for elements of writing and literary criticism. Students present learning through written and oral presentations individually and in groups. Through excerpts of world literature, students connect other cultural influences on the English language. Specific attention will be given to individual student growth and progress in a hands-on learning environment.

III. CONTENT: Career Technology English 10

CORE CONCEPT 1: Sentence structure and variety

MAJOR OBJECTIVE: Students will recognize and use correct and various sentence structures.

CURRICULUM STANDARD:			
PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.5. 11. D. Write with a command of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use different types and lengths of sentences. • Use precise language. 	<p>Teacher will instruct and guide students in usage of sentence structure.</p> <p>Teacher will help students explore components of sentence(subject, predicate) and clauses and phrases.</p> <p>Teacher will guide students in creating compound, complex, as well as compound-complex sentences in lieu of simple sentences.</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 will guide students to see effectiveness of sentence variety in various works of literature and media.</p>	<p>Teacher evaluation of:</p> <p>Reading journals</p> <p>Multi-media presentation/product</p> <p>Group Presentation</p> <p>Written Response Logs</p> <p>Online discussion tool</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: Career Technology English 10

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MAJOR OBJECTIVE: Students will recognize and use correct and various sentence structures.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.5. 11.E. 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 instruct and guide students in usage of sentence structure.</p> <p>Teacher will help students explore components of sentence(subject, predicate) and clauses and phrases.</p> <p>Teacher will guide students in creating compound, complex, as well as compound-complex sentences in lieu of simple sentences.</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 will guide students to see effectiveness of sentence variety in various works of literature and media.</p>	<p>Teacher evaluation of:</p> <p>Reading journals</p> <p>Multi-media presentation/product</p> <p>Group Presentation</p> <p>Written Response Logs</p> <p>Online discussion tool</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>

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CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.5. 11.F. 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 instruct and guide students in usage of sentence structure.</p> <p>Teacher will help students explore components of sentence(subject, predicate) and clauses and phrases.</p> <p>Teacher will guide students in creating compound, complex, as well as compound-complex sentences in lieu of simple sentences.</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 will guide students to see effectiveness of sentence variety in various works of literature and media.</p>	<p>Teacher evaluation of:</p> <p>Reading journals</p> <p>Multi-media presentation/product</p> <p>Group Presentation</p> <p>Written Response Logs</p> <p>Online discussion tool</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: Career Technology English 10

CORE CONCEPT 2: Writing quality, types, and structure.

MAJOR OBJECTIVE: Students will evaluate writing for content, style, and cohesiveness.

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 by exploring the romantic hero, the role of women, and the intensity of emotion.</p> <p>Teacher will guide students to identify the four types of conflict within the works.</p> <p>Teacher will guide the students to identify the literary devices found in European, Asian, and American poetry and writings.</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>

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CURRICULUM STANDARD:

PA 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 produce writing which will persuade how the role of the romantic woman or the romantic hero affected our present society. Teacher will instruct student in development of persuasive arguments by use of reason, ethics, and emotional appeal. Teacher will guide in production of the argument, a thesis, and its three points of support. Teacher will guide students to develop the argument and conclude with restatement.</p>	<p>Teacher Evaluation of: 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>
<p>PA Standard 1.4.11 D Maintain a written record of activities, course work, experience, honors and interests.</p>	<p>Teacher will guide student in weekly journaling. Teacher will guide students in recording of daily activities.</p>	<p>Online discussion tool Paper journals Promethean board journals</p>	<p>Websites Journal or notebook Supplemental materials Rubrics Teacher prepared media presentations</p>

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CURRICULUM STANDARD:			
PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.5. 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 student’s use of organization in writing. Teacher will guide in narrowing of topic selection, audience, and point of view. Teacher will guide student in writing expository pieces based on career non-fiction readings and the African novel.</p>	<p>Online discussion tool Paper journals Research projects Writing samples Rough draft Final draft</p>	<p>Websites Journals Supplemental materials Rubrics Teacher prepared media</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 in topic selection, research, and organization through the use of graphic organizers and rough draft techniques. Teacher will guide students to use proper paragraph construction. Teacher will guide students to rearrange paper construction using writing software. Teacher will guide student to achieve a logical sequence of writing.</p>	<p>Graphic organizers Rough drafts Writing samples Presentations Peer reviews Final drafts</p>	<p>Graphic organizers Textbooks Supplementary materials (print and online) Rubrics Teacher prepared media</p>

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CURRICULUM STANDARD:			
PA 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. 	<p>Teacher will guide students in topic selection, research, and organization through the use of graphic organizers and rough draft techniques.</p> <p>Teacher will guide students to use proper paragraph construction.</p> <p>Teacher will guide students to rearrange paper construction using writing software.</p> <p>Teacher will guide student to achieve a logical sequence of writing.</p>	<p>Graphic organizers Rough drafts Writing samples Presentations Peer reviews Final drafts</p>	<p>Graphic organizers Textbooks Supplementary materials (print and online) Rubrics Teacher prepared media</p>
<p>PA Standard 1.5. 11.D. Write with a command of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use different types and lengths of sentences. • Use precise language. 	<p>Teacher will guide and model writing styles through reading various resources for writing.</p> <p>Teacher will model use of various sentence structure in readings.</p> <p>Teacher will discuss strength of verbs, power of inserted phrases and clauses, limits of adjectives, and elimination of wordiness.</p>	<p>Online discussion tool Paper journals Research projects Writing samples Rough draft Final draft</p>	<p>Graphic organizers Textbooks Supplementary materials (print and online) Rubrics Teacher prepared media</p>

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CORE CONCEPT 2: Writing quality, types, and structure.

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CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.5. 11.F. 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 and model writing styles through reading various resources for writing.</p> <p>Teacher will model use of various sentence structure in readings.</p> <p>Teacher will discuss strength of verbs, power of inserted phrases and clauses, limits of adjectives, and elimination of wordiness.</p>	<p>Online discussion tool Paper journals Research projects Writing samples Rough draft Final draft</p>	<p>Graphic organizers Textbooks Supplementary materials (print and online) Rubrics Teacher prepared media</p>

CONTENT: Career Technology English 10

CORE CONCEPT 3: Vocabulary and comprehension

MAJOR OBJECTIVE: Students will be able to read more fluently with greater word recognition.

CURRICULUM STANDARD:			
PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
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.	Teacher will guide students in knowledge of prefix, suffix, and root word origins and meanings. Teacher will guide students in affect of affixes on root meanings.	Writing samples Graphic organizers Worksheets presentations	Graphic organizers Textbooks Supplementary materials (print and online) Rubrics Teacher prepared media
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.	Teacher will guide students in word creation using affixes to create new existing vocabulary. Teacher will guide students in finding other words with similar affixes and creating a writing using these words.	Writings Graphic organizers Test/quiz	Supplementary materials Teacher created presentations Graphic organizers Rubrics
PA Standard 1.1.11.F. Understand the meaning of and apply key vocabulary across the various subject areas.	Teacher will guide students in correlating vocabulary to other disciplines by finding those words in other areas.	Researched examples Online discussion tool	Online resources Supplementary materials Other discipline texts
PA Standard 1.3.11.A Read and understand works of literature.	Teacher will guide students in understanding of literature through use of gained vocabulary.	Quizzes writings	Textbook Teacher created worksheets Supplementary materials

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CORE CONCEPT 3: Vocabulary and comprehension

MAJOR OBJECTIVE: Students will be able to read more fluently with greater word recognition.

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 summarize the main points and key features of various essays and texts of non-fiction.</p>	<p>Teacher evaluation of:</p> <p>Reading journals Graphic Organizers Presentation 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 3: Vocabulary and comprehension

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CURRICULUM STANDARD:			
PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.7.11.A. Describe the influence of historical events on the English language.	Teacher will guide students, through the use of literary works, to understand the cultural effects on language as societal changes occurred.	Teacher created quizzes worksheets Online discussion tool	Teacher created worksheets Supplementary material Textbook
PA Standard 1.7.11.B. Analyze when differences in language are a source of negative or positive stereotypes among groups.	Teacher will guide analysis of vocabulary as used in syntax and these syntactical changes amongst various cultures.	Class discussion Online discussion tool Journal entries	Supplementary materials
PA Standard 1.7.11.C. Explain and evaluate the role and influence of the English language within and across countries	Teacher will guide discussion of word variations as evidenced by vocabulary changes through literature. (Ex: the, thee, thou, you, ye)	Discussion Worksheets quiz	Teacher created materials Teacher created presentations

CONTENT: Career Technology English 10

CORE CONCEPT 4: Research and documentation

MAJOR OBJECTIVE: Students will research at least one topic relating to literature with proper MLA documentation for senior project.

CURRICULUM STANDARD:			
PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.8.11.A. Select and refine a topic for research.</p>	<p>Teacher will guide students in topic selection and narrowing of topic.</p>	<p>Note cards Drafts Peer reviews Final projects/ presentations</p>	<p>Textbook resources Textbook Websites Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>
<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 in accessing resources and citing all sources.</p> <p>Teacher will guide students in developing individual ideas without plagiarism.</p> <p>Teacher will guide students in selecting quality resources.</p>	<p>Note cards Drafts Peer reviews Final projects/ presentations</p>	<p>Textbook resources Textbook Websites Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

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CORE CONCEPT 4: Research and documentation

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CURRICULUM STANDARD:			
PA 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 in organizing with a thesis statement and formatting paper in accordance with MLA standards.</p> <p>Teacher will guides students in proper paragraph and essay construction.</p> <p>Teacher will guide students in creating work without bias and personal prejudice.</p> <p>Teacher will guide students in how to use notes for comprising writing.</p>	<p>Note cards Drafts Peer reviews Final projects/ presentations</p>	<p>Textbook resources Textbook Websites Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: Career Technology English 10

CORE CONCEPT 5: Interpretation and analysis of literature and poetry

MAJOR OBJECTIVE: Students will define the major themes of literature and relate the writing to the history of English language.

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. Teacher will guide students to synthesize the differences of Shakespearean and Petrarchan sonnets. Teacher will guide students to analyze sonnets for the use of literary devices, tone, mood, imagery, and theme. Teacher will guide students to use context clues and prior knowledge to read and analyze complex vocabulary in poetry.</p>	<p>Teacher evaluation of: Reading journals Graphic Organizers Presentation Multi-media presentation 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>
<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 through various cultures. Teacher will guide students to analyze several examples of multi cultural creation myths for theme, plot, and style.(Includes Hebrew, Egyptian, and Asian) Teacher will guide students to compare and contrast the elements of traditional myths with modern day myths.</p>	<p>Teacher evaluation of: 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: Career Technology English 10

CORE CONCEPT 5: Interpretation and analysis of literature and poetry

MAJOR OBJECTIVE: Students will define the major themes of literature and relate the writing to the history of English language.

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 produce poetry in the likeness of different forms. (Haiku, tanka, limerick, etc.) Teacher will guide students to produce a paradox to mimic that of Confucius’ analects.</p>	<p>Teacher evaluation of: Poems Reading journals Graphic Organizers Presentation Multi-media presentation/product 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>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 through plot elements in the short stories of African, Asian, American, and European literature. Teacher will guide comparison of point of view in various stories by comparing one story with another. Teacher will guide students through plot elements in the short stories of African, Asian, American, and European literature. Teacher will guide comparison of point of view in various stories by comparing one story with another.</p>	<p>Writing samples Readers responses Online discussion tool Worksheets Graphic organizers</p> <p>Writing samples Readers responses Online discussion tool Worksheets Graphic organizers</p>	<p>Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p> <p>Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: Career Technology English 10

CORE CONCEPT 5: Interpretation and analysis of literature and poetry

MAJOR OBJECTIVE: Students will define the major themes of literature and relate the writing to the history of English language.

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 use of alliteration, simile, metaphor and other elements in literature through the exploration of multi cultural literature.</p> <p>Teacher will guide students in explicating Asian, American, and European poetry examples.</p> <p>Teacher will guide reading and analysis of poetry, drama, non-fiction, and fiction from Asia, Africa, early European, and American literature for common literary elements such as hyperbole, personification, etc.</p> <p>Teacher will guide students to define major poetic devices (at least 10).</p> <p>Teacher will guide students to produce examples of at least 10 poetic devices.</p> <p>Teacher will guide students to understand the relationship between poetic devices and theme, mood, tone, and voice.</p>	<p>Writing samples Readers responses Online discussion tool Classroom discussion Worksheets Graphic organizers</p>	<p>Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

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CORE CONCEPT 5: Interpretation and analysis of literature and poetry

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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 explore Asian and American poetry to identify poetic elements.</p>	<p>Writing samples Readers responses Online discussion tool Worksheets Graphic organizers</p>	<p>Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>
<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 tragedy in theater. Teacher will guide students to identify and analyze works for the archetype of the tragic hero according to classical Greek drama. 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 as in modern works</p>	<p>Teacher evaluation of: Reading journals Graphic Organizers Essay Presentation 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>

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PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.3.11.F. Read and respond to nonfiction and fiction including poetry and drama.	Teacher will guide students in analysis of elements of poetry from Asian and American culture.	Poetic writing samples Readers responses Online discussion tool Worksheets Graphic organizers	Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations
PA Standard 1.6.11 A Listen to others. <ul style="list-style-type: none">• Ask clarifying questions.• Synthesize information, ideas and opinions to determine relevancy.• Take notes.	Teacher will guide discussion of the historical and literary significance of African folktales. Teacher will guide students to take notes on the significance of folktales to modern culture. Teacher will guide students to explore African tales and compare them to European folktales in group discussion.	Teacher evaluation of: Class discussions Quiz/test notes	Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations

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CORE CONCEPT 5: Interpretation and analysis of literature and poetry

MAJOR OBJECTIVE: Students will define the major themes of literature and relate the writing to the history of English language.

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 read and develop questions on modern periodicals. Teacher will require students to ask and respond to questions based on contemporary readings. Teacher will guide students to work in groups to read selected periodicals answering student generated questions on material. Teacher will guide students in presenting material explored through periodicals in a visual and oral presentation.</p>	<p>Teacher evaluation of:</p> <p>Class discussions Reading journals Test or Quiz 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 1.711 A Describe the influence of historical events on the English language.</p>	<p>Teacher will guide students to analyze the historical influence of Early Mesopotamian, Asian, and European writing upon contemporary English language. Teacher will guide students to understand the use of religion as an influence on culture and language. 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. 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: Test or Quiz Graphic Organizers 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: Career Technology English 10

CORE CONCEPT 5: Interpretation and analysis of literature and poetry

MAJOR OBJECTIVE: Students will define the major themes of literature and relate the writing to the history of English language.

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 analyze the historical influence of Early Mesopotamian, Asian, and European writing upon contemporary English language.</p> <p>Teacher will guide students to understand the use of religion as an influence on culture and 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: Test or Quiz Graphic Organizers 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: Career Technology English 10

CORE CONCEPT 6: Career research

MAJOR OBJECTIVE: Students will research and read non-fiction pertaining to at least one career and produce a work with proper MLA documentation for senior project.

CURRICULUM STANDARD:			
PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.3.11.F. Read and respond to nonfiction and fiction including poetry and drama.	Teacher will guide students in finding non-fiction readings related to career interests. Teacher will guide students in biweekly writings relating to career exploration readings.	Worksheets Written Response Logs	Websites Supplemental Materials Periodicals Teacher generated forms/ worksheets
PA Standard 1.8.11.A. Select and refine a topic for research.	Teacher will guide students in topic selection and narrowing of topic.	Note cards Drafts Peer reviews Final drafts	Textbook resources Textbook Websites Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations

CONTENT: Career Technology English 10

CORE CONCEPT 6: Career research

MAJOR OBJECTIVE: Students will research and read non-fiction pertaining to at least one career and produce a work with proper MLA documentation for senior project.

CURRICULUM STANDARD:			
PA 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 in accessing resources and citing all sources.</p> <p>Teacher will guide students in developing individual ideas without plagiarism.</p> <p>Teacher will guide students in selecting quality resources.</p>	<p>Note cards Drafts Peer reviews Final drafts</p>	<p>Textbook resources Textbook Websites Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: Career Technology English 10

CORE CONCEPT 6: Career research

MAJOR OBJECTIVE: Students will research and read non-fiction pertaining to at least one career and produce a work with proper MLA documentation for senior project.

CURRICULUM STANDARD:			
PA 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 in organizing with a thesis statement and formatting paper in accordance with MLA standards.</p> <p>Teacher will guides students in proper paragraph and essay construction.</p> <p>Teacher will guide students in creating work without bias and personal prejudice.</p> <p>Teacher will guide students in how to use notes for comprising writing.</p>	<p>Note cards Drafts Peer reviews Final drafts</p>	<p>Textbook resources Textbook Websites Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: Career Technology English 10

CORE CONCEPT 7: Modern Novel and Modern Drama

MAJOR OBJECTIVE: Students will develop understanding of the major components of drama and the novel.

CURRICULUM STANDARD:			
PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
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.	Teacher will guide students to analyze modern drama for theme, literary devices, characterization, plot and literary allusion. Teacher will guide students to analyze drama for the conventions of the specific type of drama (Roman, historical, tragic, comedic, or "problem play"). Teacher will guide students to analyze the archetypes presented through early and later dramas such as the tragic hero or gender.	Teacher evaluation of: Reading journals Quiz or Test Graphic Organizers Presentation Multi-media presentation Informal Discussion Group Presentation Worksheets Written Response Logs	Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations

CONTENT: Career Technology English 10

CORE CONCEPT 7: Modern Novel and Modern Drama

MAJOR OBJECTIVE: Students will develop understanding of the major components of drama and the novel.

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 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 will guide students to compare and contrast a modern African American novel with the African folktales.</p>	<p>Teacher evaluation of:</p> <p>Reading journals Graphic Organizers Presentation Multi-media presentation Group Presentation Written Response Logs</p>	<p>Textbook resources novel Websites Journal or notebook Supplemental materials Rubrics Teacher prepared media presentations</p>

CONTENT: Career Technology English 10

CORE CONCEPT 7: Modern Novel and Modern Drama

MAJOR OBJECTIVE: Students will develop understanding of the major components of drama and the novel.

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 hero providing numerous examples through novels and short stories.</p> <p>Teacher will guide students to examine the differences and similarities between the modern hero and the classical Greek / Roman heroes.</p>	<p>Teacher evaluation of:</p> <p>Reading journals Test or Quiz Graphic Organizers Presentation 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: Career Technology English 10

CORE CONCEPT 7: Modern Novel and Modern Drama

MAJOR OBJECTIVE: Students will develop understanding of the major components of drama and the novel.

CURRICULUM STANDARD:			
PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.7.11 B Analyze when differences in language are a source of negative or positive stereotypes among groups.	Teacher will guide students analyze the vernacular's significance in the English language. Teacher will guide students to analyze the effect of vernacular language on theme, characterization, and plot in a novel.	Teacher evaluation of: Graphic Organizers Online discussion tool Informal Discussion Written Response Logs	Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher prepared media presentations
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.	Teacher will guide students to examine the development of the novel as a genre in various cultures.	Teacher evaluation of: Graphic Organizers Multi-media presentation/product Informal Discussion Worksheets Written Response Logs	Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations

CONTENT: Career Technology English 10

CORE CONCEPT 8: Public Speaking

MAJOR OBJECTIVE: Students will present material verbally, alone and with groups, using proper speaking skills.

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 in topic selection and instruct on proper formal and informal speaking situations.</p> <p>Teacher will give students opportunities to speak both alone using formal speaking skills and with a group.</p> <p>Teacher will model tone, emphasis, stature, and other formal speaking.</p> <p>Students will speak on a minimum of four topics.</p>	<p>Worksheets Presentations speeches</p>	<p>Worksheets Supplementary materials Rubrics</p>

CONTENT: Career Technology English 10

CORE CONCEPT 8: Public Speaking

MAJOR OBJECTIVE: Students will present material verbally, alone and with groups, using proper speaking skills.

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 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 in debate tactics and oversee debates on modern topics pertinent to literature read. (Ex: stereotyping of other cultures in America)</p> <p>Teacher will guide discussions and students will be participants in some aspect of the discussion.</p>	<p>Discussions Written journals Online journals</p>	<p>Rubrics Supplementary texts Themes from literature</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 Career Technology English 10 classes:

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.