

Northampton Area School District

Grade 10 English CP



(English Honors must follow the units outlined in this “Year at a Glance” but should supplement with additional assignments and enrichment assignments)

Students will be able to independently use their learning to:

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Units of Study	Required Assessments	Big Idea	Essential Questions	Instructional /Assessment Days	PA Core Standards
Vocabulary	8 Assessments	Effective readers use context clues and inferencing skills to formulate meaning of vocabulary words.	How does the understanding of vocabulary increase the reader’s comprehension of challenging texts?	Ongoing throughout the entire year. 16 Total Days 1 day to instruct 1 day to assess	<p>CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. L.F.1.2.3 L.F.1.2.4</p> <p>C.C.1.2.9-10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.N.1.2.1 L.N.1.2.2</p> <p>CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. L.N.1.2.3 L.N.1.2.4</p>

<p>Research</p>	<p>Culminating research project</p>	<p>Effective writers utilize technology to create an effective research project.</p>	<p>How does the research process and the validity of sources aid the writer’s ability to create a reliable finished product?</p>	<p>Ongoing throughout the entire year. 14 instructional days</p>	<p>CC.1.4.9–10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p>Writing</p>	<p>8 Constructed Responses 1 5 paragraph essay</p>	<p>Effective writings can analyze text and then respond to various writing prompts.</p>	<p>What are the essential characteristics of a writing response?</p>	<p>Ongoing throughout the year. 20 Instructional Days</p>	<p>CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience. C.IE.1.1.1 CC.1.4.11–12.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. C.IE.1.1.2 CC.1.4.9–10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.C.IE.1.1.3 C.IE.1.1.5 CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. C.IE.1.1.4 C.IE.2.1.1 C.IE.2.1.2 C.IE.2.1.3 C.IE.2.1.4 C.IE.2.1.6 C.IE.2.1.7 CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. C.IE.1.1.5 C.IE.3.1.1 C.IE.3.1.2 C.IE.3.1.3 C.IE.3.1.4 C.IE.3.1.5 CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise claim. C.A.1.1.1 CC.1.4.9–10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. C.A.1.1.2 C.A.1.1.3 CC.1.4.9–10.J Create organization that establishes clear relationships</p>

					<p>among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. C.A.1.1.2 C.A.1.1.3 C.A.2.1.5 C.A.2.1.6</p> <p>CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. C.A.1.1.4 C.A.2.1.1 C.A.2.1.2 C.A.2.1.3 C.A.2.1.4 C.A.2.1.6 C.A.2.1.7</p> <p>CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. C.A.1.1.5 C.A.3.1.1 C.A.3.1.2 C.A.3.1.3 C.A.3.1.4 C.A.3.1.5</p>
<p>Unit 1:</p> <p>Reading Literature: Key Ideas and Details</p> <p>Reading Literature: Craft and Structure</p>	<p>Unit Test (Mid Marking Period)</p> <p>Writing Assessment</p> <p>Quarterly Assessment on Fiction eligible content</p>	<p>Effective readers use appropriate strategies to construct meaning.</p> <p>Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques</p>	<p>How do strategic readers create meaning from literary text?</p> <p>How does text structure, point of view and tone effect the reader’s ability to determine the author’s purpose?</p>	<p>30 instructional days (MP 1)</p>	<p>CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. L.F.1.1.2 L.F.1.3.1 L.F.1.3.2 L.F.2.3.4</p> <p>CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. L.F.1.1.1 L.F.2.1.1 L.F.2.1.2</p> <p>CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. L.F.1.1.3 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. L.F.2.3.6</p> <p>CC.1.3.9-10.E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an event. L.F.2.5.1</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts. L.F.2.3.5</p>

<p>Unit 2:</p> <p>Reading Informational Text: Key Ideas and Details</p> <p>Reading Informational Text: Craft and Structure</p>	<p>Unit Test (Mid Marking Period)</p> <p>Writing Assessment</p> <p>Quarterly Assessment on Nonfiction eligible content</p>	<p>Effective readers use appropriate strategies to construct meaning.</p> <p>Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques</p>	<p>How do strategic readers create meaning from informational text?</p> <p>How does text structure, point of view and tone effect the reader's ability to determine the author's purpose?</p>	<p>30 instructional days (MP 2)</p>	<p>CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. L.N.1.3.1 L.N.1.3.2 L.N.2.3.1 L.N.2.3.2 L.N.2.3.3</p> <p>CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. L.N.2.1.1 L.N.2.1.2</p> <p>CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. L.N.1.1.3 L.N.1.3.3 L.N.2.3.4 L.N.2.3.5 L.N.2.4.1 L.N.2.4.3</p> <p>CC.1.2.9–10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view. L.N.2.3.6</p> <p>CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. L.N.1.1.1 L.N.1.1.2</p>
<p>Unit 3: Reading Literature: Integration of Knowledge and Ideas</p>	<p>Unit Test (Mid Marking Period)</p> <p>Quarterly Assessment on Fiction eligible content</p>	<p>Effective readers analyze details and content that may be presented in a variety of formats.</p>	<p>How does the representation of a subject/work compare in two different artistic mediums?</p> <p>How does an author use literary devices to express themes or ideas in the literature of various cultures?</p>	<p>30 instructional days (MP 3)</p>	<p>CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts. L.F.2.5.2 L.F.2.5.3</p> <p>CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. L.F.2.2.1 L.F.2.2.3 L.F.2.2.4</p> <p>CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. L.F.2.2.2 L.F.2.4.1</p> <p>CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4</p>

<p>Unit 4: Reading Informational Text: Integration of Knowledge and Ideas</p>	<p>Unit Test (Mid Marking Period)</p> <p>Quarterly Assessment on Nonfiction eligible content</p>	<p>Effective readers analyze details and content that may be presented in a variety of formats.</p>	<p>How does the representation of a subject/work compare in two different artistic mediums?</p> <p>How does an author use literary devices to express themes or ideas in the literature of various cultures?</p>	<p>30 instructional days (MP 4)</p>	<p>CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. L.N.2.4.2 L.N.2.4.4 L.N.2.4.5</p> <p>CC.1.2.9–10.G Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. L.N.2.2.1 L.N.2.2.2 L.N.2.2.3</p> <p>CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts. L.N.1.1.4</p> <p>CC.1.2.9–10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. L.N.2.5.1 L.N.2.5.2 L.N.2.5.3 L.N.2.5.4 L.N.2.5.5 L.N.2.5.6</p>
<p>Unit 5: Keystone Blitz</p>	<p>Schoology/ Kahoot/ USA Test Prep Review Writing Assessment</p>			<p>10 instructional days (MP 4)</p>	