


<b>Planned Course:</b> Grade 10 English CP		<b>Course Number:</b> E101CT/E101CP/E101H		<b>Department:</b> English	
<b>Unit:</b> Reading Informational Text: Integration of Knowledge and Ideas		<b>Grade Level:</b> 10			
<b>Estimated Time:</b> 30 days		<b>Level/Track:</b> Co-Taught/College-Prep/Honors		<b>Date Approved:</b> 08/22/2016	
<b>PA Core Standards</b>	<b>▶ Core Concepts (in question format)</b> <ul style="list-style-type: none"> <li>• Skills/Knowledge</li> </ul>	<b>Activities/Strategies/Study Skills</b> (identify some activities as remedial or enrichment activities)		<b>Assessments</b> (include types and topics)	

<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>▶ How is the ability to analyze and evaluate different mediums of text to distinguish relevance and purpose effectively?</p>	<p>Suggested Activities/Strategies:</p> <ul style="list-style-type: none"> <li>• Compare/contrast findings as a group.</li> <li>• Differentiate fiction from non-fiction</li> <li>• Distinguish essential information from nonessential information through practice in <i>Unlocking the Keystone</i> workbook</li> <li>• Analyze author’s argument in teacher chosen texts or articles</li> <li>• Think-Pair-Share to discuss connections between the two mediums</li> <li>• Differentiated Instruction stations (picture,</li> </ul>	<p>Assessment Evidence:</p> <ul style="list-style-type: none"> <li>• Unit Quizzes (After E.C. is taught)</li> <li>• Quarterly Assessment (End of Marking period)</li> <li>• Writing Assessment</li> <li>• Mini-Lessons / Group Presentation</li> <li>• Constructed Responses</li> <li>• Teacher observation</li> <li>• Quizzes on presented material</li> <li>• <i>R - Questions and answers created for quiz using Bloom’s Taxonomy questions created by students</i></li> <li>• <i>R - Questions and</i></li> </ul>
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**R=Remediation Strategy**

**E=Enrichment Strategy**

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<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>video, poem, short story, etc).</p> <ul style="list-style-type: none"> <li>USA Test prep to practice connections between texts, fact and opinion and headings, graphics and charts</li> <li>Examine various types of propaganda in the forms (print magazines, commercials, etc.)</li> <li>Watch clips from presidential debates tso explore fact and opinion</li> <li>Read an article and use a graphic organizer to chart examples of fact and opinion</li> <li>Propaganda stations using various</li> </ul>	<p><i>answers created for quiz using Bloom's Taxonomy questions created by students</i></p> <ul style="list-style-type: none"> <li><i>E - Research on topic of choice</i></li> <li><i>E-Gomyaccess prompt</i></li> </ul>
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▶ **Core Concepts (in question format)**  
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advertisements

• *R - Create questions for a quiz regarding the various types of propaganda. Provide examples of each level of Bloom's Taxonomy questions to assist*

• *R - Use graphic organizer (Venn Diagram) to compare and contrast two mediums*

• *R - Structured note-taking*

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