

Planned Course: Honors English 10		Course Number: E101H		Department: English	
Unit: Short Story		Grade Level: 10		Date Approved: 03/21/05	
Estimated Time: 4 weeks		Level/Track: Honors			
PA Academic Standards	Core Concepts (in question format) Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)		

<p>1.1.11 Learning to Read Independently</p> <p>A. Locate various texts, media and traditional resources for assigned and independent projects before reading.</p> <p>B. Analyze the structure of informational materials explaining how authors used these to achieve their purposes.</p> <p>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>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>▶What are the elements of the plot diagram?</p> <p>▶How does each element of the plot diagram contribute to the short story?</p> <p>▶How are the author’s intents, themes or messages universal or applicable in modern societies?</p> <p>▶What other elements of literature does the author employ in the story?</p> <p>▶How do diction and syntax impact the tone of the story?</p> <p>▶What are allusions, symbols, myths and archetype?</p> <p>▶What is point of view?</p> <p>▶How do the author’s conscious choices of these elements impact the theme of the story?</p> <ul style="list-style-type: none"> • Students will be able to identify texts and media useful in the analysis of a short story. • Students will be able to identify and locate essential elements structure and devices of 	<p>Story elements, vocabulary, comprehension and analysis will be addressed through:</p> <ul style="list-style-type: none"> - Student worksheets - Large and small group discussion - Socratic discussion - Educational games (crossword puzzles, review jeopardy, etc.) - Projects <ul style="list-style-type: none"> • Crossword puzzles (remedial) • Posters (enrichment) - Webbing plot diagram relationships (remedial) - Use of internet for research - Integrated grammar instruction - Compare and contrast recurring themes - Journal reaction to author’s themes - Write analytical essays about individual stories or compare and contrast stories 	<ul style="list-style-type: none"> • Quizzes on definitions • Tests on story concepts and definition application • Projects (such as media presentations analyzing story structure, style, and meaning) • Essays (analytic, expository, narrative – in the style of an author)
--	---	---	--

Planned Course: Honors English 10		Course Number: E101H		Department: English	
Unit: Short Story		Grade Level: 10		Date Approved: 03/21/05	
Estimated Time: 4 weeks		Level/Track: Honors			
PA Academic Standards	Core Concepts (in question format) Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)		

<p>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>F. Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <p>H. Demonstrate fluency and comprehension in reading.</p> <p>1.2.11 Reading Critically in All Content Areas</p> <p>A. Read and understand essential content of informational texts and documents in all academic</p>	<p>literature such as setting, plot, characterization, tone, theme, figurative language, conflict, point of view, allusion, myth, archetype and symbolism.</p> <ul style="list-style-type: none"> • Students will be able to read new vocabulary using context clues, root, prefix and suffix clues to analyze word meaning and apply key vocabulary across the various subject areas. • Students will be able to restate the premise of the story, describing the story line in detail. • Students will be able to formulate a thesis based upon support found in the short story. • Students will practice reading aloud to improve fluency and comprehension. • Students will be able to formulate an understanding by 				
--	--	--	--	--	--

Planned Course: Honors English 10		Course Number: E101H		Department: English	
Unit: Short Story		Grade Level: 10		Date Approved: 03/21/05	
Estimated Time: 4 weeks		Level/Track: Honors			
PA Academic Standards	Core Concepts (in question format) Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)		

<p>areas.</p> <p>B. Use and understand a variety of media and evaluate the quality of material produced.</p> <p>C. Produce work in at least one literary genre that follows the conventions of the genre.</p> <p>1.3.11 Reading, Analyzing and Interpreting Literature</p> <p>A. Read and understand works of literature.</p> <p>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>C. Analyze the effectiveness, in terms of literary quality, of the author's use of</p>	<p>reading critical, historical and biographical information related to short stories.</p> <ul style="list-style-type: none"> • Students will be able to create their own work using the elements of the short story (e.g. new beginning, ending of story, create a story based upon a character in the story). • Students will be able to create their own work imitating a given author's style (diction, syntax, use of specific literary devices). 				
---	--	--	--	--	--

Planned Course: Honors English 10		Course Number: E101H		Department: English	
Unit: Short Story		Grade Level: 10		Date Approved: 03/21/05	
Estimated Time: 4 weeks		Level/Track: Honors			
PA Academic Standards	Core Concepts (in question format) Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)		

<p>literary devices.</p> <p>D. Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox).</p> <p>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>F. Read and respond to nonfiction and fiction including poetry and drama.</p>					
--	--	--	--	--	--