

<b>Planned Course: Honors English 10</b>	<b>Course Number: E101H</b>	<b>Department: English</b>	
<b>Unit: Novel</b>	<b>Grade Level: 10</b>		
<b>Estimated Time: 6 weeks</b>	<b>Level/Track: Honors</b>	<b>Date Approved: 03/21/05</b>	
<b>PA Academic Standards</b>	<b>Core Concepts (in question format)</b> • Skills/Knowledge	<b>Activities/Strategies/Study Skills</b> (identify some activities as remedial or enrichment activities)	<b>Assessments</b> (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 conscious choices did the author make to manifest the theme of the novel?</p> <p>▶Examine the choice of narrator and its impact on the novel’s tone.</p> <p>▶How do diction and syntax define the author’s style and impact his/her purpose?</p> <p>▶How do the components of the novel contribute to the author’s purpose in the novel?</p> <p>▶Evaluate the roles of myth, symbolism and archetype in expressing the theme.</p> <p>▶Assess the author’s intent, theme or message.</p> <p>▶How does the author integrate literary elements and devices into the novel?</p> <ul style="list-style-type: none"> <li>• Students will be able to identify texts and media useful in the analysis of a novel.</li> <li>• Students will be able to identify and locate essential elements, structure and devices of literature such as setting, plot,</li> </ul>	<p>Elements of the novel, vocabulary, comprehension and analysis will be addressed through:</p> <ul style="list-style-type: none"> <li>- Student worksheets</li> <li>- Media presentations</li> <li>- Large and small group discussion</li> <li>- Lecture and independent reading</li> <li>- Socratic discussion</li> <li>- Educational games (crossword puzzles, review jeopardy, etc.)</li> <li>- Projects <ul style="list-style-type: none"> <li>Crossword puzzles (remedial)</li> <li>Posters (enrichment)</li> <li>Multimedia presentations (power point, etc.)</li> </ul> </li> <li>- Webbing plot diagram relationships (remedial)</li> <li>- Use of internet for research</li> <li>- Integrated grammar instruction</li> <li>- Compare and contrast characters within a novel</li> <li>- Compare and contrast characters between novels</li> <li>- Compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes on definitions, comprehension, and content</li> <li>• Tests on novel concepts and definition application</li> <li>• Projects (such as media presentations analyzing novel structure)</li> <li>• Essays (expository and analytic)</li> <li>• Class participation in group discussions</li> </ul>
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<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>characterization, tone, theme, figurative language, conflict, point of view, use of myth, archetype and symbolism.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students will be able to restate the premise of the novel, describing the story line in detail.</li> <li>• Students will be able to formulate a thesis based upon support found in the novel.</li> <li>• Students will practice reading aloud and independently to improve fluency and comprehension.</li> <li>• Students will be able to formulate an understanding by reading critical,</li> </ul>	<p>authors' style</p> <ul style="list-style-type: none"> <li>- On-line and notebook journal reaction to author's themes</li> <li>- Write analytical essays about individual / compare/contrast novels</li> </ul>			
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<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>historical and biographical information related to the novel.</p>				
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<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>					
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