

<b>Mifflin County School District Planned Instruction</b>
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**Title of Planned Instruction:** English Honors

**Subject Area:** Reading, Writing, Speaking, and Listening

**Grade Level:** 10

**Prerequisites:** English 9 with a B average or better and recommendation of the English 9 teacher

**Course Description:** This is a weighted course designed to accommodate the needs of the highly motivated, college-bound student. The course provides extensive work in vocabulary, usage, writing skills, thinking skills, and literary interpretation. A high proficiency of grammar is necessary to be successful in this course. A survey of world literature is studied to emphasize point of view with its effect on tone, subject, and theme. An understanding of irony and satire becomes extremely important in the study of world literature, which includes such forms as the short story, the novel, the essay, the play, and the poem. Individual and group reports, as well as speeches and presentations, are required, and research becomes an integral part of the students' learning. Long-range assignments encourage the student in this course to work independently.

**Required Time:** One Year

**Course Credit:** 1.0

**Major Text(s) and Resources:**

The Language of Literature, McDougal Littell, 1997  
Literature and Integrated Studies, Scott Foresman, 1997  
Supplemental Reading List

**Names of District Subject Area Curriculum Writing Committee:**

Roger A. Herto  
Natalie S. Love  
Theresa Dybach  
Michelle A. Schaaf

**Date of Board Approval:** April 25, 2002

**Subject Area:** Reading, Writing, Speaking, and Listening

**Strand:** 1.1 Learning to Read Independently

**Grade/Course:** English – Grade 10

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Before reading, locate appropriate resources (computerized, tradition, and media) for a specific purpose (e.g., assigned task or project, independent work).	Discuss and predict the relevance of the source, activating background knowledge.	<ul style="list-style-type: none"><li>• Teacher observation</li></ul>
C. During reading, use knowledge of structural analysis, root words, context clues, and related references to understand and interpret the meaning of new words.	Develop a vocabulary notebook.	<ul style="list-style-type: none"><li>• Writing sample</li><li>• Test</li></ul>
D. Locate and analyze the essential ideas in text by utilizing appropriate comprehension strategies (surveying, setting a purpose for reading, activating personal knowledge, making predictions, questioning, rereading). Evaluate the effectiveness of preferred strategies.	Summarize and/or respond to text.	<ul style="list-style-type: none"><li>• Journal</li><li>• Reading check</li><li>• Reflective writing</li><li>• Performance task</li></ul>
E. Expand and enhance a reading vocabulary by identifying and correctly using new words (literal and figurative language, idioms, specialized vocabulary) acquired through the study of word relationships.	Use a word in context to demonstrate the correct meaning.	<ul style="list-style-type: none"><li>• Writing sample</li><li>• Written sentences.</li></ul>

<p>G. After reading, demonstrate the understanding and interpretation of both fiction and non-fiction text, including public documents.</p>	<ul style="list-style-type: none"> <li>• Make and support, with evidence, assertions about texts.</li> <li>• Compare and contrast texts using themes, settings, characters, and ideas.</li> <li>• Make extensions to related ideas, topics, or information.</li> <li>• Analyze the context of a document.</li> <li>• Analyze the positions, arguments, and evidence in public documents.</li> <li>• Identify strategies used by the author</li> </ul>	<ul style="list-style-type: none"> <li>• Activities</li> <li>• Project</li> <li>• Test</li> </ul>
<p>H. Demonstrate fluency and comprehension in reading.</p>	<ul style="list-style-type: none"> <li>• Read aloud with accuracy.</li> <li>• Self-correct mistakes.</li> <li>• Use appropriate rhythm, flow, meter, and pronunciation.</li> <li>• Read a variety of genres and types of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading check</li> <li>• Teacher observation</li> </ul>

Strand: 1.2 Reading Critically in All Content Areas  
Grade/Course: English – Grade 10

Grade Level Objectives	Performance Indicators	Assessment
<p>A. Read and understand essential content of texts.</p>	<ul style="list-style-type: none"> <li>• Differentiate fact from opinion, verifying complete and accurate information by utilizing a variety of resources.</li> <li>• Recognize coherent arguments and points of view.</li> <li>• Distinguish between essential and non-essential information across a variety of sources, identifying bias and propaganda where present.</li> <li>• Make decisions and draw conclusions using multiple sources of information.</li> <li>• Evaluate text organization and content to determine the author's purpose and effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made test</li> <li>• Open-ended questions</li> <li>• Note taking</li> <li>• Checklist</li> </ul>

<p>B. Use and understand a variety of media and evaluate the quality of material produced.</p>	<p>Select appropriate media (traditional or electronic) for research and evaluate the quality of the information received.</p> <ul style="list-style-type: none"> <li>• Compare and contrast the techniques used in traditional and electronic media.</li> <li>• Use, design, or develop media to enhance an understanding of authors' genre, and literary or historical period.</li> </ul>	<ul style="list-style-type: none"> <li>• Project</li> <li>• Activity</li> </ul>
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Strand: 1.3 Reading, Analyzing, and Interpreting Literature  
Grade/Course: English – Grade 10

Grade Level Objectives	Performance Indicators	Assessment
<p>A. Read and understand works of literature</p>	<p>Read and discuss literature.</p>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Teacher evaluation</li> </ul>
<p>B. Understand the relationships and uses 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>Analyze genres, characters, setting, plot, theme, point of view, tone, and mood.</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Test</li> <li>• Activity</li> <li>• Graphic organizer</li> </ul>
<p>C. Demonstrate an understanding of the effectiveness of various literary devices.</p>	<ul style="list-style-type: none"> <li>• Identify and analyze sound techniques (rhyme, rhythm, meter, alliteration).</li> <li>• Identify and analyze figurative language (personification, simile, allusion, metaphor, hyperbole, irony, symbolism).</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Quiz</li> <li>• Treasure Hunt</li> <li>• Search</li> </ul>
<p>D. Identify a variety of poetic themes and devices.</p>	<p>Read poetry and analyze the poet's use of various poetic devices.</p>	<ul style="list-style-type: none"> <li>• Oral interpretation</li> <li>• Quiz</li> <li>• Discussion</li> </ul>
<p>E. Understand a writer's uses of words to create tone and mood to advance the theme and purpose of a work.</p>	<p>Identify those words used to create tone and mood to advance the theme and purpose of a work.</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Quiz</li> <li>• Writing sample</li> </ul>
<p>F. Appreciate non-fiction and fiction, as well as poetry and drama.</p>	<p>G. Read and respond to non-fiction and fiction, as well as poetry and drama.</p>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Writing sample</li> <li>• Oral presentation</li> <li>• Performance task</li> </ul>

Strand: 1.4 Types of Writing

Grade/Course: English – Grade 10

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Write a text that may include: <ul style="list-style-type: none"><li>• varying organizational structure</li><li>• relevant illustrations</li><li>• dialogue</li><li>• a literary conflict</li><li>• literary elements</li><li>• literary devices</li></ul>	Write a short story, poem, or play.	<ul style="list-style-type: none"><li>• Writing sample</li></ul>
B. Write a multi-page text that may include: <ul style="list-style-type: none"><li>• a variety of methods to develop the main idea</li><li>• purposeful language and specific details</li><li>• cause and effect</li><li>• relevant graphics, such as graphs, illustrations, photographs, and tables</li><li>• use of primary and secondary sources</li></ul>	Write a multi-page informational piece such as a description, research paper, evaluation, or essay.	<ul style="list-style-type: none"><li>• Writing sample</li></ul>
C. Develop persuasive writing skills using organized thoughts, fact and opinion, and relevant illustrations.	<ul style="list-style-type: none"><li>• Write persuasive pieces:</li><li>• Include a clearly stated position or opinion.</li><li>• Include convincing, elaborated and properly cited evidence.</li><li>• Develop reader interest.</li><li>• Anticipate and counter reader concerns and arguments.</li></ul>	<ul style="list-style-type: none"><li>• Writing sample</li></ul>

Strand: 1.5 Quality of Writing

Grade/Course: English – Grade 10

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Write with a sharp, distinct focus.	<ul style="list-style-type: none"><li>• Identify topic, task, and audience.</li><li>• Demonstrate the effective use of various points of view.</li></ul>	<ul style="list-style-type: none"><li>• PSSA rubric</li><li>• Writing sample</li><li>• Teacher-made rubric</li><li>• Peer assessment</li></ul>

<p>B. Write using well-developed content appropriate for the topic.</p>	<ul style="list-style-type: none"> <li>• Gather, determine validity and reliability of, evaluate and organize information.</li> <li>• Employ the most effective format for purpose and audience</li> <li>• Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.</li> </ul>	<ul style="list-style-type: none"> <li>• PSSA rubric</li> <li>• Writing sample</li> <li>• Teacher-made rubric</li> <li>• Peer assessment</li> </ul>
<p>C. Write with controlled and/or subtle organization.</p>	<ul style="list-style-type: none"> <li>• Develop an introduction which engages the audience while establishing topic and purpose.</li> <li>• Sustain a logical order throughout the piece.</li> <li>• Summarize the topic and purpose in the conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• PSSA rubric</li> <li>• Writing sample</li> <li>• Teacher-made rubric</li> <li>• Peer assessment</li> </ul>
<p>D. Develop an understanding of the choice, use, and arrangement of words and sentence structures that create tone and voice.</p>	<ul style="list-style-type: none"> <li>• Use different types and lengths of sentences.</li> <li>• Establish deliberate tone and consistent voice through the use of precise language.</li> </ul>	<ul style="list-style-type: none"> <li>• PSSA rubric</li> <li>• Writing sample</li> <li>• Teacher-made rubric</li> <li>• Peer assessment</li> </ul>
<p>E. Improve paragraph development.</p>	<p>Revise writing by reviewing clarity of purpose, audience, genre, detail, style, tone, and word choice.</p>	<ul style="list-style-type: none"> <li>• PSSA rubric</li> <li>• Writing sample</li> <li>• Teacher-made rubric</li> <li>• Peer assessment</li> </ul>
<p>F. Edit writing using the conventions of language.</p>	<ul style="list-style-type: none"> <li>• Spell all words correctly.</li> <li>• Use capital letters correctly.</li> <li>• Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).</li> <li>• Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly.</li> <li>• Use complete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• PSSA rubric</li> <li>• Writing sample</li> <li>• Teacher-made rubric</li> <li>• Peer assessment</li> <li>• Quiz</li> </ul>
<p>G. Present and/or defend written work when appropriate.</p>	<p>Develop a presentation.</p>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Checklist</li> </ul>

Strand: 1.6 Speaking and Listening

Grade/Course: English – Grade 10

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Listen to others.	<ul style="list-style-type: none"><li>• Ask clarifying questions.</li><li>• Analyze information, ideas, and opinions to determine relevancy.</li><li>• Take notes when needed.</li></ul>	<ul style="list-style-type: none"><li>• Notebook</li><li>• Teacher observation</li></ul>
B. Listen to selections of literature (fiction and/or non-fiction).	<ul style="list-style-type: none"><li>• Relate them to previous knowledge.</li><li>• Identify conflicts and predict resolutions.</li><li>• Summarize, analyze, and interpret the selections.</li><li>• Identify and define new words and concepts.</li></ul>	<ul style="list-style-type: none"><li>• Quiz</li><li>• Writing sample</li><li>• Presentation</li></ul>
C. Speak using skills appropriate to formal speech situations.	<ul style="list-style-type: none"><li>• Use a variety of sentence structures.</li><li>• Adjust pace according to purpose and audience.</li><li>• Adjust volume, content, and style to provide emphasis or to influence different audiences.</li></ul>	<ul style="list-style-type: none"><li>• Rubric</li><li>• Writing sample</li><li>• Peer assessment</li><li>• Teacher observation</li></ul>
D. Contribute to discussions.	<ul style="list-style-type: none"><li>• Ask relevant, clarifying questions.</li><li>• Respond with relevant information or opinions to questions asked.</li><li>• Listen to and acknowledge the contributions of others.</li><li>• Adjust tone and involvement to encourage equitable participation.</li><li>• Promote total group participation.</li><li>• Clarify, explain by example, or enhance responses when asked.</li><li>• Paraphrase and summarize when necessary.</li></ul>	<ul style="list-style-type: none"><li>• Teacher observation</li></ul>
E. Participate in small and large group discussions and presentations.	<ul style="list-style-type: none"><li>• Initiate everyday conversation.</li><li>• Select and present an oral reading.</li><li>• Conduct interviews.</li><li>• Participate in an informal interview.</li><li>• Plan and participate in informal debates.</li></ul>	<ul style="list-style-type: none"><li>• Teacher observation</li><li>• Peer assessment</li><li>• Checklist</li></ul>

	<ul style="list-style-type: none"> <li>• Critique group discussions</li> </ul>	
F. Use media for learning purposes.	<ul style="list-style-type: none"> <li>• Use media to gather information for assignments and projects.</li> <li>• Create a multi-media presentation for display or transmission that demonstrates an understanding of a specific topic or issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Project</li> </ul>

Strand: 1.7 Characteristics and Functions of the English Language

Grade/Course: English – Grade 10

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Recognize the influence of historical events on the English language.	Identify historical events and their impact on language.	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Teacher observation</li> <li>• Quiz</li> <li>• Writing sample</li> </ul>
B. Recognize how differences in language can lead to stereotyping.	Identify stereotypical language.	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Treasure Hunt</li> <li>• Writing sample</li> </ul>

Strand: 1.8 Research

Grade/Course: English – Grade 10

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Identify topics for research.	Select and refine a topic for research.	<ul style="list-style-type: none"> <li>• Rubric/Checklist</li> <li>• Discussion</li> <li>• Teacher observation</li> </ul>
B. Locate information using appropriate sources and strategies.	<ul style="list-style-type: none"> <li>• Determine valid resources for researching the topic, including primary and secondary sources.</li> <li>• Evaluate the relevance and credibility of the sources.</li> <li>• Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, and computer databases).</li> <li>• Use table of contents, indices, key words, cross references, and appendices.</li> <li>• Use print and electronic search tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• Note cards</li> <li>• Teacher observation</li> </ul>

<p>C. Organize, summarize, and present the main ideas from the research.</p>	<ul style="list-style-type: none"> <li>• Take notes relevant to the research topic.</li> <li>• Develop a thesis statement based on the research.</li> <li>• Anticipate readers' problems or misunderstanding.</li> <li>• Give precise, formal credit for others' ideas, images, or information, using a standard method of documentation.</li> <li>• Use formatting techniques (headings, graphs) to aid reader understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Checklist</li> <li>• Note cards</li> <li>• Research paper (required)</li> </ul>
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<b>District Recommended Instructional Approach For the Course To Drive Teacher's Instructional Activities</b>	
<ul style="list-style-type: none"> <li>• Whole group instruction</li> <li>• Small group instruction</li> <li>• Flexible groups</li> <li>• Cooperative groups</li> <li>• Peer revising and editing</li> <li>• Writing workshop</li> <li>• Teacher and peer conferencing</li> <li>• Games</li> <li>• Projects</li> <li>• Creative activities</li> <li>• Class discussion</li> <li>• Modeling process</li> <li>• Direct instruction</li> <li>• Self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Thematic units</li> <li>• Individual Instruction</li> <li>• Contract grading</li> <li>• Role playing</li> <li>• Dramatizations</li> <li>• Independent study</li> <li>• Research</li> <li>• Literature Circles</li> <li>• Graphic organizers</li> <li>• Read aloud</li> <li>• Independent Reading</li> <li>• Guest speakers</li> <li>• Guided reading</li> </ul>