

Berlin Brothersvalley School District
Berlin Brothersvalley High School
English 10 Curriculum Framework
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Big Idea(s) for 1st nine weeks	Concept(s) of 1st nine weeks	Competencies of 1st nine weeks	Essential Questions for 1st nine weeks
<p>A text and its various elements impact readers' emotions, comprehension, and interpretation of it.</p> <p>A character evolves throughout a story, permitting readers to make connections to him/her and analyze him/her.</p>	<p>Students will know...</p> <ul style="list-style-type: none"> • elements of plot • the connection between setting and mood • non-fiction and fiction comparisons and constructed response • annotation and main idea • characterization and letter writing • character development, traits, and motives • speaker • inferences • creative writing peer editing • various vocabulary 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • classify and analyze components of plot • investigate the setting and mood and conclude upon its connection • research survival stories and construct and present using a Collins 10% Summary as a guide • analyze a fictional short story and a non-fiction excerpt and diagram • compare, contrast, and justify a fictional short story and a non-fiction excerpt through writing • demonstrate annotation • identify main idea • analyze and discuss characters, traits, and motives characterization • construct a letter with purpose and intent of audience • identify, analyze and defend a character's moral dilemma in fiction, non-fiction, and poetry 	<p>How does an author develop a character throughout a story?</p> <p>How does a reader characterize a character and justify his/her decisions?</p> <p>How does the structure of a story help a reader understand it?</p> <p>How does the setting of a story contribute to the mood of a story?</p> <p>How can an editor communicate the strengths and weaknesses of a piece of writing?</p>

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		<ul style="list-style-type: none"> in writing conclude upon and justify inferences differentiate between the attitude of the speaker and the experiences within the poem develop a creative short story and identify elements within it edit and critique personal writing/short story define, demonstrate, and apply academic vocabulary and literary vocabulary 	
<p><u>Unit/Chapter/Selection of Study</u></p> <p>Plot, Setting, Mood, and Research</p> <ul style="list-style-type: none"> Collins 10% Summary and Presentation Comparison of Non-fiction and Fiction with Constructed Response u Introduction to Annotation and Main Idea <p>(Current Reading Selections: "Harrison Bergeron" and "To Build a Fire")</p>	<p><u>Approx # of weeks - % of time</u></p> <p>4 weeks</p>	<p><u>PA Core Standards</u></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.</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.</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>L.F 1.1.3 Analyze, interpret, and evaluate how author's use techniques and elements of fiction to effectively communicate an idea or concept.</p> <p>L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction</p> <ul style="list-style-type: none"> the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text the relationship between characters and other

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		<p>CC.1.2.9-10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</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.</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.</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 effect.</p> <p>CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition</p> <ul style="list-style-type: none"> • use precise language and domain-specific vocabulary to manage the complexity of the 	<p>components of a text</p> <ul style="list-style-type: none"> • the development of complex characters and their roles and functions within a text <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction</p> <ul style="list-style-type: none"> • the relationship between setting and other components of a text <p>L.F.2.3.3.Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction</p> <ul style="list-style-type: none"> • Elements of plot • the relationship between elements of plot and other components of a text • how the author structures plot to advance the action <p>C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task.</p> <p>C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details.</p> <p>C.IE.1.1.3 Use appropriate</p>
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		<p>topic</p> <ul style="list-style-type: none"> establish and maintain a formal style and objective tone while attending to the norms of discipline in which they are writing <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.</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 effect.</p> <p>CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.</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.</p>	<p>organization strategies for informational and explanatory writing</p> <p>C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structure to develop and maintain an appropriate, objective tone.</p> <p>C.IE.1.1.5 Write with control of grammar, mechanics, spelling usage, and sentence formation.</p> <p>C.IE.2.1.1 Use a variety of sentence structures</p> <p>C.IE.2.1.2 Use precise language to create clarity, voice, and tone</p> <p>C.IE.2.1.3 Revise to eliminate wordiness and redundancy.</p> <p>C.IE.2.14. Revise to delete irrelevant details</p> <p>C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions</p> <p>C.IE.3.1.1 Spell all words correctly</p> <p>C.IE.3.1.2 Use capital letters</p>
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		<p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.C Develop and analyze a 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; including graphics and multimedia when useful to aid comprehension.</p> <p>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 a text; include formatting when useful to aiding comprehension; provide a concluding statement or section</p> <p>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</p>	<p>correctly.</p> <p>C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).</p> <p>C.IE.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).</p> <p>C.IE.3.1.5 Demonstrate correct sentence formation.</p> <p>C.IE.2.1.6 Combine sentences for cohesiveness and unity</p> <p>C.IE.2.1.7 Revise sentences for clarity</p> <p>L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.</p> <p>L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</p> <p>L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p>
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		<p>while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.9- 10F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</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>CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for</p>	<p>L.F.2.1.2 Cite evidence from a text to support generalizations.</p> <p>L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</p> <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction: • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period</p> <p>L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.</p> <p>L.N.1.3.2 Summarize the key details and events of a nonfiction text, in part or as a whole.</p>
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		<p>citation.</p> <p>CC.1.4.9-10.X Write routinely over extended time frames and shorter time frames for a range of discipline-specific task, purposes, and audiences.</p> <p>CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.19-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.</p> <p>CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such</p>	<p>L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction.</p> <p>L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.</p>
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		<p>that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p> <p>CC.1.5.9–10.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.9–10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.9-10.G Demonstrate command of conventions of standard English when speaking based on Grades 9-10 level and content.</p>	
<p><u>Unit/Chapter/Selection of Study</u></p> <p>Characterization and Letter Writing</p> <ul style="list-style-type: none"> • Development • Traits • Motives <p>(Current Reading Selections: “The Possibility of Evil”, “A Teacher Who Changed My Life”,</p>	<p><u>Approx # of weeks - % of time</u></p> <p>4 weeks</p>	<p><u>PA Core Standards</u></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.</p> <p>CC.1.2.9-10B Cite strong and thorough textual evidence to support</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</p> <p>L.N.1.3.2 Summarize the key details and events of a nonfiction text, in part or as a whole.</p> <p>L.N.2.1.1 Make inferences and/or</p>

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<p>“A Marriage Proposal”)</p>		<p>analysis of what the text says explicitly and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>CC.1.2.9-10.L Read and comprehend nonfiction and informational text on grade level, reading independently and proficiently.</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 created an effect.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</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.</p>	<p>draw conclusions based on analysis of a text.</p> <p>L.N.2.1.2 Cite evidence from a text to support generalizations.</p> <p>L.N 2.3.3. Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.</p> <p>L.F 1.1.3 Analyze, interpret, and evaluate how author’s use techniques and elements of fiction to effectively communicate an idea or concept.</p> <p>L.F.2.3.3.Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction</p> <ul style="list-style-type: none"> • Elements of plot • the relationship between elements of plot and other components of a text • how the author structures plot to advance the action <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction</p> <ul style="list-style-type: none"> • the relationship between setting and other components
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		<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.</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 specific work.</p> <p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.E Write with an awareness of stylistic aspects of composition.</p> <ul style="list-style-type: none"> • 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. <p>CC.1.4.9–10.M</p>	<p>of a text</p> <p>L.F.2.2.2. Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</p> <p>L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</p> <p>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, mood in a variety of fiction</p> <ul style="list-style-type: none"> • the relationship between tone, style, and/or mood and other components of a text • how voice and choice of speaker affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, determine the author's style <p>L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.</p> <p>L.F.2.5.2 Identify, explain, and analyze the structure of poems and</p>
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		<p>Write narratives to develop real or imagined experiences or Events.</p> <p>CC.1.4.9–10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or Characters.</p> <p>CC.1.4.9–10.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or Characters.</p> <p>CC.1.4.9–10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what</p>	<p>sound devices.</p> <p>L.F.2.5.3 Identify and analyze stage directions, monologue, dialogue, soliloquy, and dialect supporting dramatic script.</p> <p>L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker.</p> <ul style="list-style-type: none"> • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres
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		<p>is experienced, observed, or resolved over the course of the Narrative.</p> <p>CC.1.4.9–10.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest</p> <p>CC.1.4.9–10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<ul style="list-style-type: none"> • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period <p>L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.</p> <p>L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs</p> <p>C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task.</p> <p>C.IE.2.1.1 Use a variety of sentence structures</p> <p>C.IE.2.1.2 Use precise language to create clarity, voice, and tone</p> <p>C.IE.2.1.3 Revise to eliminate wordiness and redundancy.</p> <p>C.IE.2.14. Revise to delete irrelevant details</p> <p>C.IE.2.1.6 Combine sentences for</p>
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			<p>cohesiveness and unity</p> <p>C.IE.2.1.7 Revise sentences for clarity</p> <p>C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structure to develop and maintain an appropriate, objective tone.</p>
<p><u>Unit/Chapter/Selection of Study</u></p> <p>Characterization in Poetry and Constructed Response</p> <ul style="list-style-type: none"> • Speaker • Inference <p>(Current Reading Selections: “The Gift”, “Those Winter Sundays”)</p>	<p><u>Approx # of weeks - % of time</u></p> <p>1 week</p>	<p><u>PA Core Standards</u></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.</p> <p>CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</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</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept</p> <p>L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.</p> <p>L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose</p> <p>L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.</p>

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		<p>explicit assumptions and beliefs about a subject.</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.</p>	<p>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</p> <p>L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker.</p> <ul style="list-style-type: none"> • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
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			<ul style="list-style-type: none"> the way in which a work of literature is related to the themes and issues of its historical period <p>L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text</p> <p>L.F.2.1.2 Cite evidence from a text to support generalizations</p>
<p><u>Unit/Chapter/Selection of Study</u></p> <p>Creative Short Story Writing Project</p> <ul style="list-style-type: none"> Peer Editing 	<p><u>Approx # of weeks - % of time</u></p> <p>Ongoing throughout the last week of the nine weeks</p>	<p><u>PA Core Standards</u></p> <p>CC.1.4.9–10.M Write narratives to develop real or imagined experiences or Events.</p> <p>CC.1.4.9–10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.9–10.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>N/A</p>

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		<p>words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or Characters.</p> <p>CC.1.4.9–10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the Narrative.</p> <p>CC.1.4.9–10.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest</p> <p>CC.1.4.9–10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	
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		<p>CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC.1.4.9-10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	
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		CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.	
<u>Unit/Chapter/Selection of Study</u> Vocabulary Development and Application	<u>Approx # of weeks - % of time</u> Ongoing throughout each nine weeks	<u>PA Core Standards</u> CC.1.3.9–10.J Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.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. CC.1.2.9-10.K Determine and clarify the meaning of unknown and multiple-meaning words and	<u>Assessment Anchors & Eligible Content</u> L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words. L.N.1.2.4 Draw conclusions about connotations of words. L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text

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		phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	<p>L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</p> <p>L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p>
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Big Idea(s) for 2nd nine weeks	Concept(s) of 2nd nine weeks	Competencies of 2nd nine weeks	Essential Questions for 2nd nine weeks
<p>An allegory is a form of storytelling that teaches a moral lesson.</p> <p>Authors' techniques, to include allusions, imagery, narrative devices, and symbols are crafted to develop a story's theme(s).</p>	<p>Students will know...</p> <ul style="list-style-type: none"> the elements and lessons found in allegories allusions in literature, presentations, and and their purpose the use of imagery the significance of historical context the difference between figurative language and literal language the difference between direct and indirect characterization strategies for determining a 	<p>Students will be able to...</p> <ul style="list-style-type: none"> identify the elements of allegory conclude upon the lessons found in allegories identify and explain the use of allusions in a text identify imagery create an advertisement presentation recognize the significance of historical context identify figurative language distinguish direct and indirect characterization memorize vocabulary and 	<p>How does considering the historical context of a text impact a reader's understanding of a piece of literature?</p> <p>What can a writer use to teach readers a lesson and how would a writer ensure the lesson is understood?</p> <p>What vocabulary strategies can be beneficial to a reader if he/she encounters an unknown word while reading?</p> <p>What are the different style techniques a writer can employ when writing a</p>

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	variety of words <ul style="list-style-type: none"> the techniques of a writer's style the importance of strong evidence point of view foreshadowing and flashback theme development and symbolism the connection and relationship between theme and motif 	prefixes and suffixes <ul style="list-style-type: none"> identify and analyze style techniques and impact on a text analyze a piece of literature identify and justify a point of view in a text identity foreshadowing and flashback in a text to determine its impact on the sequence of a story identify, explain, and discuss universal theme identify the connection between repetition, symbol and motif 	story?
<u>Unit/Chapter/Selection of Study</u> Allegory, Allusions, Imagery, and Advertisement Presentation <ul style="list-style-type: none"> Historical context Figurative language Direct and indirect characterization vocabulary/context/ prefixes and suffixes Style Literary analysis (Current Reading Selections:	<u>Approx # of weeks - % of time</u> 5 weeks	<u>PA Core Standards</u> 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. 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	<u>Assessment Anchors & Eligible Content</u> L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text. L.F.1.1.1. Identify and/or analyze the author's intended purpose of a text. L.F.2.1.1 Make inferences and/or draw

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<p>“Allegory of the Cave” and “Fahrenheit 451”)</p>		<p>Theme.</p> <p>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.</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 effect.</p> <p>CC. 1.3.9-10 F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently</p> <p>CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC. 1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or</p>	<p>conclusions based on analysis of a text</p> <p>L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.</p> <p>L.F.2.1.2 Cite evidence from a text to support generalizations.</p> <p>L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept</p> <p>L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text</p> <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate</p>
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		<p>trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</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.</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.</p> <p>CC.1.3.9–10.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and</p>	<p>theme in a variety of fiction: • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period</p> <p>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole</p> <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)</p> <p>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict,</p>
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		<p>information clearly and Accurately.</p> <p>CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and Audience.</p> <p>CC.1.4.9–10.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.</p> <p>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</p> <p>CC.1.4.9–10.E</p>	<p>rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action L.F.2.3.4 Explain, interpret, compare, describe</p> <p>L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.</p> <p>L.F.2.3.5 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.</p> <p>L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</p> <p>L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</p> <p>L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</p> <p>L.F.1.2.2 Identify how the meaning of a word is changed when an affix is</p>
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		<p>Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and Spelling.</p> <p>CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>added; identify the meaning of a word with an affix from a text.</p> <p>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p>L.F.1.2.4 Draw conclusions about connotations of words.</p> <p>C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task.</p> <p>C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details.</p> <p>C.IE.1.1.3 Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis)</p> <p>C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.</p> <p>C.IE.1.1.5 Write with control of</p>
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			<p>grammar, mechanics, spelling, usage, and sentence formation.</p> <p>C.IE.2.1.1 Use a variety of sentence structures.</p> <p>C.IE.2.1.2 Use precise language to create clarity, voice, and tone.</p> <p>Revise to eliminate wordiness and redundancy</p> <p>C.IE.2.1.4 Revise to delete irrelevant details.</p> <p>C.IE.2.1.6 Combine sentences for cohesiveness and unity</p> <p>C.IE.2.1.7 Revise sentences for clarity.</p> <p>C.IE.3.1.1 Spell all words correctly</p> <p>C.IE.3.1.2 Use capital letters correctly.</p> <p>C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).</p> <p>C.IE.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement,</p>
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			modifiers and transitions, word order and syntax). C.IE.3.1.5 Demonstrate correct sentence formation
<p><u>Unit/Chapter/Selection of Study</u></p> <p>Narrative Devices in Fiction and Informational Text</p> <ul style="list-style-type: none"> • Point of View • Foreshadowing • Flashback • Chronological Order <p>(Current Reading Selections: “By the Waters of Babylon”/ “There Will Come Soft Rains”/ “Inside the Home of the Future”-Newspaper Article- “The Car of the Future” - Advertisement)</p>	<p><u>Approx # of weeks - % of time</u></p> <p>2 weeks</p>	<p><u>PA Core Standards</u></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.</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, choose flexibly from a range of strategies and tools.</p> <p>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.</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</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>L.F.1.1.1 Identify and/or analyze the author’s intended purpose of a text.</p> <p>L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</p> <p>L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text</p> <p>L.F.2.1.2 Cite evidence from a text to support generalizations.</p> <p>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, mood in a variety of fiction</p> <p>L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony</p>

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		<p>effect</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</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.</p> <p>CC.1.4.9-10.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise claim. <p>CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • 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. <p>CC.1.4.9-10.B Write with a sharp</p>	<p>in a text.</p> <p>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole</p> <p>L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</p> <p>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p>L.F.1.2.4 Draw conclusions about connotations of words.</p> <p>C.I.E.1.1.1 Write informative and explanatory pieces that describe, explain, or summarize information or ideas.</p> <p>C.IE.3.1.1 Spell all words correctly.</p> <p>C.IE.3.1.2 Use capital letters correctly.</p> <p>C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons,</p>
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		<p>distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.C Develop and analyze a 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; including graphics and multimedia when useful to aiding comprehension.</p> <p>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 a text; include formatting when useful to aiding comprehension; provide a concluding statement or section</p> <p>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</p>	<p>quotation marks, apostrophes).</p> <p>C.IE.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).</p> <p>C.IE.3.1.5 Demonstrate correct sentence formation.</p> <p>C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details.</p> <p>C.IE.1.1.3 Use appropriate organizational strategies for informational and explanatory writing.</p> <p>C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.</p> <p>C.I.E.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p>C.IE.2.1.1 Use a variety of sentence structures</p>
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		<p>of the discipline in which they are writing.</p> <p>CC.1.4.9- 10F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC 1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9-10 level and content.</p> <p>CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>C.IE.2.1.2 Use precise language to create clarity, voice, and tone</p> <p>C.IE.2.1.3 Revise to eliminate wordiness and redundancy.</p> <p>C.IE.2.1.4 Revise to delete irrelevant details</p> <p>C.I.E.2.1.5 Use the correct form of commonly confused words; use logical transitions</p> <p>C.IE.2.1.6 Combine sentences for cohesiveness and unity</p> <p>C.IE.2.1.7 Revise sentences for clarity</p> <p>C.A.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.</p> <p>C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.</p> <p>C.A. 2.1.1. Use a variety of sentence structure.</p>
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			<p>C.A.2.1.2 Use precise language to create clarity, voice, and tone.</p> <p>C.A.2.1.3 Revise to eliminate wordiness and redundancy.</p> <p>C.A.2.1.4 Revise to delete irrelevant details.</p> <p>C.A.2.1.5 Use the correct form of commonly confused words; use logical transitions.</p> <p>C.A.2.1.6 Combine sentences for cohesiveness and unity.</p> <p>C.A.2.1.7 Revise sentences for clarity.</p> <p>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole <p>L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.</p>
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			<p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)</p> <p>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action.</p> <p>L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</p> <p>L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.</p>
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<u>Unit/Chapter/Selection of Study</u>	<u>Approx # of weeks - % of time</u>	<u>PA Core Standards</u>	<u>Assessment Anchors & Eligible Content</u>
<p>Theme and Symbol</p> <ul style="list-style-type: none"> • Universal Theme • Repetition • Motif <p>(Current Reading Selections: “The Interlopers” / “Do not weep, maiden, for war is kind”/ “the sonnet-ballad” / “Shoofly Pie”</p>	<p>2 weeks</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.</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.</p> <p>10.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot, or develop the theme.</p> <p>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.</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.</p>	<p>L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</p> <p>L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</p> <p>L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.</p> <p>L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.</p> <p>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</p> <p>L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</p> <p>L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively</p>

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		<p>CC.1.4.9-10.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise claim. <p>CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • 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. <p>CC. 1.4.9-10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.C Develop and analyze a topic with relevant, well-chosen, and sufficient facts, extended definitions,</p>	<p>communicate an idea or concept.</p> <p>L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate characters in a variety of fiction.</p> <p>L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama</p> <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period</p> <p>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:</p> <ul style="list-style-type: none"> • the point of view of the
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		<p>concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; including graphics and multimedia when useful to aid comprehension.</p> <p>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 a text; include formatting when useful to aiding comprehension; provide a concluding statement or section</p> <p>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.</p> <p>CC.1.4.9- 10.F Demonstrate a grade-appropriate command of the conventions of standard English</p>	<p>narrator as first person or third person point of view</p> <ul style="list-style-type: none"> the impact of point of view on the meaning of a text as a whole <p>C.IE.1.1.1 Write informative and explanatory pieces that describe, explain, or summarize information or ideas.</p> <p>C.IE.3.1.2 Use capital letters correctly.</p> <p>C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).</p> <p>C.IE.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).</p> <p>C.IE.3.1.5 Demonstrate correct sentence formation</p> <p>C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details.</p> <p>C.IE.1.1.3 Use appropriate</p>
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		<p>grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>organizational strategies for informational and explanatory writing.</p> <p>C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.</p> <p>C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p>C.IE.2.1.1 Use a variety of sentence structures.</p> <p>C.IE.2.1.2 Use precise language to create clarity, voice, and tone.</p> <p>C.IE.2.1.3 Revise to eliminate wordiness and redundancy.</p> <p>C.IE.2.1.4 Revise to delete irrelevant details.</p> <p>C.IE.3.1.1 Spell all words correctly.</p> <p>C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.</p> <p>C.A.2.1.1 Use a variety of sentence</p>
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			<p>structures.</p> <p>C.A.2.1.2 Use precise language to create clarity, voice, and tone.</p> <p>C.A.2.1.3 Revise to eliminate wordiness and redundancy.</p> <p>C.A.2.1.4 Revise to delete irrelevant details.</p> <p>C.A.2.1.5 Use the correct form of commonly confused words; use logical transitions.</p> <p>C.A.2.1.6 Combine sentences for cohesiveness and unity.</p> <p>C.A.2.1.7 Revise sentences for clarity.</p> <p>C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions.</p> <p>C.IE.2.1.6 Combine sentences for cohesiveness and unity</p> <p>C.IE.2.1.7 Revise sentences for clarity</p>
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Big Idea(s) for 3rd nine weeks	Concept(s) of 3rd nine weeks	Competencies of 3rd nine weeks	Essential Questions for 3rd nine weeks
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<p>Identifying an author's voice, style, form, and structure in both fiction and non-fiction is necessary for a reader to determine an author's purpose.</p> <p>Analyzing the various components of poetry enriches an appreciation for the work.</p>	<p>Students will know...</p> <ul style="list-style-type: none"> • author's purpose and perspective in fiction and nonfiction • organization and format • cause-effect • signal words • compare-and-contrast • text features • persuasive letter writing • argument and persuasion in fiction and nonfiction • claim and support • counterargument and logic • generalizations • fact vs. opinion • persuasive writing • the language of poetry • form and structure • rhythm • poetic elements • author's style and voice to include diction and tone • imagery 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • identify author's purpose, text features, and signal words • analyze the effect of author's organization choice and format • compose a cause-effect paragraph • write a compare-and-contrast essay • use text features properly • write a persuasive letter • distinguish fact vs. opinion • make generalizations" • analyze the author's choice of form/structure/rhythm and poetic elements • compose a sonnet and ballad poem • explain imagery in a poem • analyze an author's style and voice • compare themes among three poems 	<p>What details reveal the writer's values or beliefs?</p> <p>What does the writer's choice of words and phrases tell you about his/her attitude toward the subject?</p> <p>How does a reader determine the main purpose of a piece of work?</p> <p>What devices does a poet use when constructing a poem?</p>
<p><u>Unit/Chapter/Selection of Study</u></p> <p>Author's Purpose and Perspective in Fiction and Nonfiction</p> <ul style="list-style-type: none"> • Organization / Format 	<p><u>Approx # of weeks - % of time</u></p> <p>2 Weeks</p>	<p><u>PA Core Standards</u></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</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</p>

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<ul style="list-style-type: none"> • Cause-effect • Signal words • Compare-and-contrast • Text features • Persuasive Letter Writing <p>(Current Reading Selections: “The Plot Against the People” / “Why Leaves Turn Color in the Fall”/ “How a Leaf Works”/”Tree Planing Guide”/How to Survive a Wildfire”/ “Driving Directions”)</p>		<p>details;provide an objective summary of the test.</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.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.9-10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</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.</p>	<p>L.N.1.3.2 Summarize the key details and events of a nonfiction text, in part or as a whole.</p> <p>L.N 1.3.3. Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.</p> <p>L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.N.2.1.2 Cite evidence from a text to support generalizations.</p> <p>L.N.1.1.4 Explain how an author’s use of key words or phrases in text informs and influences an idea or concept.</p> <p>L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.</p> <p>L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details form a text</p> <p>L.N.1.1.3 Analyze, interpret, and</p>
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		<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.</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.</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.</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.</p> <p>CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>evaluate how author's use techniques and element</p> <p>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.ts of nonfiction to effectively communicate an idea or concept.</p> <p>L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.</p> <p>L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfiction text.</p> <p>L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfiction text.</p> <p>L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.</p> <p>L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction.</p>
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			<p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period</p> <p>L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction.</p> <p>L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction</p> <p>L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.</p> <p>L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including heading, graphics, and</p>
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			charts.
<u>Unit/Chapter/Selection of Study</u>	<u>Approx # of weeks - % of time</u>	<u>PA Core Standards</u>	<u>Assessment Anchors & Eligible Content</u>
<p>Argument and Persuasion in Fiction and Nonfiction</p> <ul style="list-style-type: none"> • Claim • Support • Counterargument • Logic • Generalizations • Fact vs. Opinion • Write a Persuasive Essay <p>Persuasive Essay: "Doing Something is Nothing"</p> <p>Speech: "On Nuclear Disarmament"</p> <p>Essay: "I Acknowledge Mine"</p> <p>Position Paper "Use of Animals in Biomedical Research"</p>	3 weeks	<p>CC. 1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.</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.</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.</p> <p>CC.1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>CC 1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise</p>	<p>L.N. 2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</p> <ul style="list-style-type: none"> • The point of view of the narrator as first person or third person point of view • The impact of point of view on the meaning of a text as a whole <p>L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept</p> <p>L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.</p> <p>L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.</p> <p>L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda</p>

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		<p>claim.</p> <p>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.</p> <p>CC.1.4.9–10.J Create organization that establishes clear relationships 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.</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</p>	<p>techniques in nonfictional text.</p> <p>L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.</p> <p>L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.</p> <p>C.A.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.</p> <p>C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints.</p> <p>C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well- supported position.</p> <p>C.A.2.1.5 Use the correct form of commonly confused words; use logical transitions.</p> <p>C.A.2.1.6 Combine sentences for</p>
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		<p>formal style and objective tone while attending to the norms of the discipline in which they are writing.</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.</p> <p>CC.1.5.9–10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>cohesiveness and unity.</p> <p>C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.</p> <p>C.A.2.1.1 Use a variety of sentence structures.</p> <p>C.A.2.1.2 Use precise language to create clarity, voice, and tone.</p> <p>C.A.2.1.3 Revise to eliminate wordiness and redundancy.</p> <p>C.A.2.1.4 Revise to delete irrelevant details.</p> <p>C.A.2.1.5 Use the correct form of commonly confused words; use logical transitions.</p> <p>C.A.2.1.6 Combine sentences for cohesiveness and unity.</p> <p>C.A.2.1.7 Revise sentences for clarity.</p> <p>C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p>C.A.3.1.1 Spell all words correctly.</p>
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			<p>C.A.3.1.2 Use capital letters correctly.</p> <p>C.A.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).</p> <p>C.A.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).</p> <p>C.A.3.1.5 Demonstrate correct sentence formation.</p>
<p><u>Unit/Chapter/Selection of Study</u></p> <p>The Language of Poetry</p> <ul style="list-style-type: none"> • Form/Structure • Rhythm • Poetic elements <p>(Current Reading Selections: "There Will Come Soft Rains"/"Meeting at Night"/"The Sound of Night") - Compare/contrast constructed response of the theme of the three poems</p>	<p><u>Approx # of weeks - % of time</u></p> <p>2 weeks</p>	<p><u>PA Core Standards</u></p> <p>CC.1.4.9–10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</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</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.</p> <p>L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.</p> <p>L.F.2.1.2 Cite evidence from a text to support generalizations.</p> <p>L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a</p>

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<p>("I Dwell in Possibility"/"Variation on a Theme"/"blessing the boats") Write a lyric poem</p> <p>("The Fish"/"Christmas Sparrow"/"The Sloth") Imagery constructed response</p> <p>("Piano"/ "Fifteen"/ "Tonight I can Write...") Constructed response about speaker's feelings</p> <p>("Sonnet 18" / Sonnet XXX of a Fatal Interview" Speaker comparison constructed response</p>		<p>based on an author's explicit assumptions and beliefs about a Subject.</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 effect.</p> <p>CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>text.</p> <p>L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.</p> <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction.</p> <p>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action</p> <p>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative</p>
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			<p>language, sentence variety, etc., determine the author's style</p> <p>L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.</p> <p>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole</p>
<p><u>Unit/Chapter/Selection of Study</u></p> <p>Author's Style and Voice</p> <ul style="list-style-type: none"> • Diction • Tone • Imagery • Voice <p>Short story and poem ("The Pit and the Pendulum"/"The Lake")</p> <p>Theme comparison constructed</p>	<p><u>Approx # of weeks - % of time</u></p> <p>2 weeks</p>	<p><u>PA Core Standards</u></p> <p>CC 1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p> <p>CC. 1.5.9-10 F Make strategic use of digital media in presentations to add interest and enhance understanding of</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.</p> <p>L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.</p>

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<p>response / presentation</p> <p>("When I Heard the Learn'd Astronomer"/ "The Artilleyman's vision"/ "Birches"/ "Mending Wall")</p> <p>Constructed response: Dialogue and imagery</p> <p>("The Pond"/"Fourth of July Night"/"The Red Wheelbarrow")</p>		<p>findings, reasoning, and evidence.</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 objective summary of the text.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</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.</p> <p>CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</p> <p>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style</p> <p>L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.</p> <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p> <ul style="list-style-type: none"> • The relationship between elements of the theme and other components of a text • Comparing and contrasting how major themes are
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			<p>developed across genres</p> <ul style="list-style-type: none"> • The reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • The way in which a work in literature is related to the themes and issues of its historical period <p>L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text</p> <p>L.F.2.2.3 Explain, interpret, compare, describe, analyze and/or evaluate connections between texts.</p> <p>L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.</p>
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Big Idea(s) for 4th nine weeks	Concept(s) of 4th nine weeks	Competencies of 4th nine weeks	Essential Questions for 4th nine weeks
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Recognizing the elements of Shakespearean drama to include dialogue, rhetorical devices, and tragic hero are essential skills for analyzing and understanding drama.	<p>Students will know...</p> <ul style="list-style-type: none"> • Shakespearean drama • dramatic irony • soliloquy • aside • tragic hero • tragic flaw • rhetorical devices • reading, writing, and listening skills • the evolution of their learning experience 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • identify elements of drama • analyze the use rhetorical devices in drama • apply and assess various reading, writing, speaking, and listening skills • reflect on their learning experience through writing 	<p>What is the purpose of a soliloquy and an aside?</p> <p>What elements create a tragic hero?</p> <p>How can rhetorical devices impact a reader?</p>
<p><u>Unit/Chapter/Selection of Study</u></p> <p>Shakespearean Drama</p> <ul style="list-style-type: none"> • Dramatic Irony • Soliloquy • Aside • Tragic Hero • Tragic Flaw • Rhetorical Devices <p>(Current Reading Selection: "Julius Caesar")</p>	<p><u>Approx # of weeks - % of time</u></p> <p>5 weeks</p>	<p><u>PA Core Standards</u></p> <p>CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</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.</p> <p>CC.1.3.9-10.E Analyze how an author's choices concerning how to</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style</p>

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		<p>structure a text, order events within it, and manipulate time create an effect</p> <p>CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.</p> <p>L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</p> <p>L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</p> <p>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words</p> <p>L.F.1.2.4 Draw conclusions about connotations of words.</p> <p>L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.</p> <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate</p>
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			<p>setting in a variety of fiction:</p> <p>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action</p> <p>L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.</p>
<p><u>Unit/Chapter/Selection of Study</u></p> <p>Application, Assessment, and Remediation of Reading, Writing, Speaking, and Listening Skills</p>	<p><u>Approx # of weeks - % of time</u></p> <p>3 weeks</p>	<p><u>PA Core Standards</u></p> <p>All standards listed above are included in this unit.</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>All assessment anchors and eligible content listed above are included in this unit.</p>

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<u>Unit/Chapter/Selection of Study</u>	<u>Approx # of weeks - % of time</u>	<u>PA Core Standards</u>	<u>Assessment Anchors & Eligible Content</u>
Class Reflection	1 week	<p>CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience</p>	C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task.

Standards Legend: Essential Important Supplementary

Revised 5/7/24