

Cornwall-Lebanon School District Curriculum Overview

Literature Foundations Honors – 10th Grade

18	length of time in weeks	Concepts & Competencies	Common Assessments	Academic Standards (PA Core if applicable)
Unit 1	4	<p style="text-align: center;"><u>Novel / Satire</u></p> <p>Students will be able to 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. Students will analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. Students will 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. Students will demonstrate a grade-appropriate command of the conventions of standard English grammar. Students will 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>	<ul style="list-style-type: none"> ➤ Summer Reading Test – Essay & Multiple-Choice ➤ Character Sketch ➤ Themes/Satire Test ➤ Movie/Novel Comparison Essay 	<p>CC.1.3.9–10.B CC.1.3.9–10.H CC.1.4.9–10.D CC.1.4.9–10.L CC.1.5.9–10.A</p>
Unit 2	5	<p style="text-align: center;"><u>Fiction Short Story</u></p> <p>Through a variety of short stories, students will be able to 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; and provide an objective summary of the text. Students will analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Students will write with a sharp, distinct focus identifying topic, task, and audience. Students will demonstrate a grade-appropriate command of the conventions of standard English grammar. Students will</p>	<ul style="list-style-type: none"> ➤ Doodle Splash Presentation ➤ Doodle Splash Synthesis Essay ➤ Unit Assessment – Short Answer & Multiple-Choice 	<p>CC.1.3.9–10.A CC.1.3.9–10.C CC.1.4.9–10.H CC.1.4.9–10.R CC.1.5.9–10.D</p>

		present information and supporting evidence clearly, concisely, and logically.		
Unit 3	3	<p style="text-align: center;">Poetry</p> <p>Students will analyze how words and phrases shape meaning and tone in texts. Students will 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. Students will evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<ul style="list-style-type: none"> ➤ Poem Verbal Presentation ➤ Unit Assessment – Multiple-Choice & Written Response 	<p>CC.1.3.9–10.F</p> <p>CC.1.4.9–10.C</p> <p>CC.1.5.9–10.B</p>
Unit 4	5	<p style="text-align: center;">Nonfiction</p> <p>Using short articles and essays, students will 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; and provide an objective summary of the text. Students will 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. Students will write with a sharp, distinct focus identifying topic, task, and audience. Students will 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>	<ul style="list-style-type: none"> ➤ MADS Notes – various articles ➤ Writing Connections – each mode of nonfiction ➤ Unit Assessment – Multiple-Choice & Short Answer ➤ Independent Reading Book Brochure 	<p>CC.1.2.9–10.A</p> <p>CC.1.2.9–10.K</p> <p>CC.1.4.9–10.B</p> <p>CC.1.5.9–10.A</p>
Unit 5	1	<p style="text-align: center;">Keystone Review</p> <p>Students will review skills and concepts learned this year to successfully take the statewide Keystone Exam. Students will review past exams, and students will practice beneficial test taking strategies to help them succeed.</p>	<ul style="list-style-type: none"> ➤ State Keystone Exam 	<p>CC.1.2.9–10</p> <p>CC.1.3.9–10</p> <p>CC.1.4.9–10</p> <p>CC.1.5.9–10</p>