

Cornwall-Lebanon School District Curriculum Overview

Literature & Composition 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>Novella / Dystopian Fiction</u></p> <p>Students will be able to 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 be able to analyze how an author draws on and transforms themes, topics, and character types. Students will develop and analyze the topic with relevant, well-chosen, and sufficient facts, or other information and examples appropriate to the audience’s knowledge of the topic. Students will draw evidence from literary or informational texts to support analysis and reflection. Students will initiate and participate effectively in a range of collaborative discussions, building on others’ ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> ➤ Literary Analysis Assignment ➤ Visual Character Sketch ➤ Literary Connection – Written Response ➤ Unit Assessment – Connection Essay 	<p>CC.1.3.9–10.C CC.1.3.9–10.H CC.1.4.9–10.C CC.1.4.9–10.S CC.1.5.9–10.A</p>
Unit 2	2	<p style="text-align: center;"><u>Research / Essay</u></p> <p>Through their research, students will 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 in detail how an author’s ideas or claims are developed and refined by particular sentences. 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 write with a sharp, distinct focus identifying topic, task, and audience. Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> ➤ Annotated Bibliography ➤ Research Essay – Draft & Final Submissions 	<p>CC.1.2.9–10.B CC.1.2.9–10.E CC.1.4.9–10.D CC.1.4.9–10.H CC.1.4.9–10.T</p>

<p>Unit 3</p> <p>5</p>	<p><u>Drama</u></p> <p>Through the study of <i>Julius Caesar</i>, students will determine a theme or central idea of a text and analyze in detail its development over the course of the text. Students will analyze how words and phrases shape meaning and tone in texts. Students will write with an awareness of the stylistic aspects of composition. 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"> ➤ Act Quizzes – Multiple-Choice & Short Answer ➤ Speech Assignment ➤ Unit Assessment – Multiple-Choice & Essay 	<p>CC.1.3.9–10.A CC.1.3.9–10.F CC.1.4.9–10.K CC.1.5.9–10.A</p>
<p>Unit 4</p> <p>5</p>	<p><u>Nonfiction Book</u></p> <p>Students will determine a central idea of a text and provide an objective summary of the text. Students will 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. Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading. Students will write with a sharp, distinct focus identifying topic, task, and audience. Students will present information, findings, and supporting evidence clearly, concisely, and logically.</p>	<ul style="list-style-type: none"> ➤ In-depth Character Analysis ➤ Writing Connections – various topics in the book ➤ Unit Assessment – Multiple-Choice & Short Answer 	<p>CC.1.2.9–10.A CC.1.2.9–10.C CC.1.2.9–10.K CC.1.4.9–10.B CC.1.5.9–10.D</p>
<p>Unit 5</p> <p>2</p>	<p><u>Logical Fallacies</u></p> <p>Students will determine an author's particular point of view and analyze how rhetoric advances the point of view. Students will delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. Students will write with a sharp, distinct focus identifying topic, task, and audience. Students will write with an awareness of the stylistic aspects of writing. Students will 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>	<ul style="list-style-type: none"> ➤ Written Assignment ➤ Unit Assessment – Multiple-Choice & Short Answer 	<p>CC.1.2.9–10.D CC.1.2.9–10.H CC.1.4.9–10.B CC.1.4.9–10.Q CC.1.5.9–10.D</p>