EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English II Days:
Topic: Comparison Essay Grade Level: 10

Key Learning
Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message

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Unit Essential Question **How does a writer craft a comparison essay that is structured so as to present a coherent message, utilizing research with an intended purpose, perspective and intended audience?**

Concept Thesis:	**Concept** Text Structure	**Concept** Textual Evidence
Standards: CC.1.4.10H How to introduce a precise claim	**Standards: CC.1.4.10.J** How to create organization that establishes relationships among claims, counterclaims, reasons, and evidence	**Standards:CC.1.4.9.I** How to create organization that establishes relationships among claims, counterclaims, reasons, and evidence
⬇	⬇	⬇
Lesson Essential Question How do you write a sharp distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience?	**Lesson Essential Question** How do you write at least one extended research paper to persuade the audience on a current controversial issue or argue a debatable topic incorporating secondary research?	**Lesson Essential Question** How do you write at least two essays to persuade the audience on a current controversial issue or argue a debatable topic incorporating secondary research
⬇	⬇	⬇
Vocabulary Purpose, Placement, Structure	**Vocabulary** Compare/ Contrast Chronological Cause/Effect Topic/Concept	**Vocabulary** Primary Source, Secondary Source, Source

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Concept Quoting vs	**Concept** Audience	**Concept** Elements of

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paraphrasing		persuasion
Standards: CC.1.4.9.D How to organize ideas and information and make important connections How to use endnotes effectively as well as direct quotes	**Standards:CC.1.4.9.B** How to write with focus How to write for various audience types	**Standards: CC.1.4.9.E** How to use precise language How to establish and maintain a formal and objective style
⬇	⬇	⬇
Lesson Essential Question How do you organize ideas and information and make important connections? How do you use varied transitions?	**Lesson Essential Question** How do you write with focus to persuade various audience types?	**Lesson Essential Question** How do you use precise language? How do you establish and maintain a formal and objective style?
⬇	⬇	⬇
Vocabulary Key/Supporting Details Argument, Persuasive	**Vocabulary** Text Organization/Structure	**Vocabulary** Propaganda, Name-calling, Bandwagon, Red herring, Emotional appeal, Testimonial, Repetition, Sweeping generalization, Circular argument, Appeal to numbers, facts, and statistics

Additional Information/Resources:

Course/Subject: English 10

Days:

Topic: Drama

Grade Level: 10

Key Learning How an author's purpose and culture will impact the choices made within a drama including character motivation, plot structure, theme, and use of irony.

Unit Essential Question
How does a culture influence how a drama utilizes characters and dramatic elements to develop theme?

Concept	Concept	Concept
Stage Direction	Dialogue	Author's Purpose
Standards:	**Standards:**	**Standards:**
CC.1.3.10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.10.D Evaluate how an author's point of view or purpose shapes the content and style of a text.	CC.1.3.10.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.10.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.10.F Evaluate how words and phrases shape meaning and tone in texts.	CC.1.3.10.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.3.10.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
Lesson Essential Question How does a beat analysis lead to dynamic and	**Lesson Essential Question** How dodialogue,	**Lesson Essential Question** How do setting, characterization, and dialogue

motivated movement?	soliloquy, and monologue display author's purpose and solidify character motivations?	contribute to the author's intended theme?
⬇	⬇	⬇
Vocabulary Characterization Motive Stage Direction Beat Analysis	**Vocabulary** Dialogue Monologue Soliloquy	**Vocabulary** Theme Character Motivation

Concept	Concept
Plot Structure	Situational, Verbal, and Dramatic Irony
Standards: CC.1.3.11.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	**Standards:** CC.1.3.11.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Lesson Essential Question How have a variety of cultures interpreted and structured their dramatic plot?	**Lesson Essential Question** How does the use of irony alter the way in which the audience will interpret and respond to character motivations and the dramatic context of the text?

Vocabulary Incentive moment Unity of action Deus ex machine Climax Resolution	**Vocabulary** Irony Verbal Situational

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English II
Topic: Literary Period

Days:
Grade Level: 10

Key Learning: Explain and analyze how theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents around the world while also citing textual evidence to support analysis of the text says and infers and evaluating how an author's point of view or purpose shapes the content and style of a text.

Unit Essential Question: How do you explain and analyze how theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents around the world while also citing textual evidence to support analysis of what the text says and infers and evaluate how an author's point of view or purpose shapes the content and style of a text?

Concept	Concept	Concept
Historical Context: Classical	Historical Context: Asia	Historical Context: Latin America
Standards:	**Standards:**	**Standards:**
CC.1.2.10.D Evaluate how an author's point of view or purpose shapes the content and style of a text	CC.1.2.10.D Evaluate how an author's point of view or purpose shapes the content and style of a text	CC.1.2.10.D Evaluate how an author's point of view or purpose shapes the content and style of a text
CC.1.2.10.I How theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents from around the world	CC.1.2.10.I How theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents from around the world	CC.1.2.10.I How theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents from around the world
Lesson Essential Question	**Lesson Essential Question** How does an author's point of view shape the content	**Lesson Essential Question**
How does an author's point	of view shape the content	How does an author's point

of view shape the content and style of a text? How are the characteristics of fiction and non-fiction different from around the world different?	and style of a text? How are the characteristics of fiction and non-fiction different from around the world different?	of view shape the content and style of a text? How are the characteristics of fiction and non-fiction different from around the world different?
⬇	⬇	⬇
Vocabulary Cultural Significance Compare/Contrast Dialect Dialogue Drama Poetry Genre Literary Movement Literary Form	**Vocabulary** Cultural Significance Compare/Contrast Dialect Dialogue Genre Poetry Literary Movement Literary Form	**Vocabulary** Cultural Significance Compare/Contrast Dialect Dialogue Genre Poetry Literary Movement Literary Form

Concept Historical Context: Middle East	**Concept** Historical Context: Africa	**Concept**
Standards: CC.1.2.10.D Evaluate how an author's point of view or purpose shapes the content and style of a text CC.1.2.10.I How theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents from around the world	**Standards:** CC.1.2.10.D Evaluate how an author's point of view or purpose shapes the content and style of a text CC.1.2.10.I How theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents from around the world	**Standards:**

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Lesson Essential Question How does an author's point of view shape the content and style of a text? How are the characteristics of fiction different from the characteristics of non-fiction?	**Lesson Essential Question** How does an author's point of view shape the content and style of a text? How are the characteristics of fiction different from the characteristics of non-fiction?	**Lesson Essential Question**
⬇	⬇	⬇
Vocabulary Cultural Significance Compare/Contrast Dialect Dialogue Genre Poetry Literary Movement Literary Form	**Vocabulary** Cultural Significance Compare/Contrast Dialect Dialogue Genre Poetry Literary Movement Literary Form	**Vocabulary**

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English II   Days:
Topic: Nonfiction   Grade Level: 10

Key Learning
Use appropriate strategies to construct meaning; actively and skillfully interpret, analyze, evaluate, and synthesize information; and determine how audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Unit Essential Question
How do you use appropriate strategies to construct meaning; actively and skillfully interpret, analyze, evaluate, and synthesize information; and determine how audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques?

Concept	Concept	Concept
Author's Purpose	Structure	Fact/Opinion
Standards: CC.1.2.10.E How an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of text.	**Standards:** CC.1.2.10.E How an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of text.	**Standards:** CC.1.2.10.E How an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of text.
Lesson Essential Question How do you analyze and evaluate point of view (narrator as 1st or 3rd person) and its impact on textual meaning? How do you analyze and evaluate character and its impact on textual meaning? How do you analyze and evaluate tone, style, and mood and their impact on textual meaning?	**Lesson Essential Question** How do you compare and evaluate the characteristics that distinguish fiction from literary nonfiction? How do you evaluate the structure of a text? How do you analyze and evaluate setting and its impact on textual meaning?	**Lesson Essential Question** How do you differentiate between fact and opinion? How do you explain, interpret, describe, and/or analyze the use of facts and opinions in a text?

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EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

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Vocabulary Author's Purpose	**Vocabulary** Structure Setting Textual Meaning Literary Nonfiction Literary Fiction Compare/Contrast	**Vocabulary** Fact Opinion

Concept Main Idea	**Concept** Essential vs. Nonessential Information	**Concept** Essays, Diaries, Journals, & Speeches
Standards: CC.1.2.10.E How an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of text.	**Standards:** CC.1.2.10.H How to evaluate argument and specific claims in text by assessing the validity of reasoning and relevance of evidence.	**Standards:** CC.1.2.10.E How an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of text.
⬇	⬇	⬇
Lesson Essential Question How do you analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of text?	**Lesson Essential Question** How do you assess the validity of reasoning and relevance of evidence?	**Lesson Essential Question** What is the significance of reading political essays? How do you compare and evaluate the characteristics that distinguish friction from literary nonfiction? How does literary form relates to and/or influences meaning of a text? How do you analyze and evaluate connections between texts?
⬇	⬇	⬇

Vocabulary	**Vocabulary**	**Vocabulary**
Main Idea	Essential vs. Nonessential Information Relevance	Essays Journals Diaries Speeches

Concept	**Concept**	**Concept**
Literary Time Period & Historical Context	Propaganda	
Standards: CC.1.2.9-10.E How an author's ideas and claims are developed. CC.1.3.10.H How an author draws on and transforms themes, topics, character types, and/or text elements based on historical context.	**Standards:** CC.1.2.10.H How to evaluate argument and specific claims in text by assessing the validity of reasoning and relevance of evidence.	**Standards:**

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Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
What is the significance of reading political essays representative of British history? How do you analyze and interpret theme and how it is developed across genre as well as how it reflects traditional and contemporary issues, motifs, universal characters, and issues of the historical time period? How do you evaluate characteristics that distinguish fiction from literary nonfiction?	How do you identify and interpret bias and propaganda techniques? How do you analyze the effectiveness of bias (explicit and implicit) and propaganda techniques?	

How do you analyze how literary form relates to and/or influences meaning of text?		
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Vocabulary Literary Fiction Literary Nonfiction Motif Cultural Significance	**Vocabulary** Propaganda Types Bias	**Vocabulary**

Additional Information/Resources:

Course/Subject: English II   Days:
Topic: Research   Grade Level: 10

Key Learning
Conduct effective research by using varied resources to gain or expand knowledge.

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Unit Essential Question
How do you conduct effective research by using varied resources to gain or expand knowledge?

Concept Inquiry-Based Research	**Concept** Varying Source Types and Purposes (Print, Digital, Online)	**Concept** Validity and Credibility of Sources
Standards: CC.1.4.9.W How to conduct advanced searches. CC.1.4.9.V How to conduct short research projects. How to conduct sustained research projects. How to narrow or broaden an inquiry. How to synthesize multiple sources.	**Standards:** CC.1.4.9.W How to gather relevant information from multiple authoritative print and digital sources. CC.1.4.9.V How do you synthesize multiple sources?	**Standards:** CC.1.4.9.W How to assess the credibility of sources. How to identify and avoid plagiarism.
⬇	⬇	⬇
Lesson Essential Question How do you conduct advanced research projects? How do you conduct short research projects? How do you conduct sustained research	**Lesson Essential Question** How do you distinguish essential from nonessential information? How do you differentiate between fact and opinion?	**Lesson Essential Question** What is plagiarism? How do you assess the credibility of sources?

projects? How do you narrow or broaden an inquiry? How do you create a thesis?		

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Vocabulary Research Thesis Topic Sentence	**Vocabulary** Fact Opinion Essential vs. Nonessential Information	**Vocabulary** Plagiarism Credibility

Concept Incorporation of Researched Information into Writing	**Concept** Proper Use of MLA Citations	**Concept**
Standards: CC.1.4.9.W How to integrate sources into text.	**Standards:** CC.1.4.9.W How to follow a standard format for citation.	**Standards:**

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Lesson Essential Question How do you make inferences and/or draw conclusions based on analysis of a text?	**Lesson Essential Question** How do you put a paper into MLA format? How do you cite various types of sources?	**Lesson Essential Question**

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Vocabulary Integration	**Vocabulary** MLA In-text Citations Works Cited	**Vocabulary**

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English II   Days:
Topic: Grammar   Grade Level: 10

Key Learning Learn the rules of grammar and language conventions support clarity of communications between writers and speakers as well as readers and listeners.

Unit Essential Question How do learners make decisions concerning formal and informal language in social and academic settings and how do grammar and the conventions of language influence spoken and written communication?

Concept Clause	**Concept** Sentence Structure	**Concept** Misplaced Clause Modifier
Standards: CC.1.5.10.G How to demonstrate command of the conventions of standard English when speaking. CC1.4.10.F How to demonstrate command of the conventions of standard English when writing.	**Standards:** CC.1.5.10.G How to demonstrate command of the conventions of standard English when speaking. CC1.4.10.F How to demonstrate command of the conventions of standard English when writing.	**Standards:** CC.1.5.10.G How to demonstrate command of the conventions of standard English when speaking. CC1.4.10.F How to demonstrate command of the conventions of standard English when writing.
Lesson Essential Question How do using phrases correctly aid correct punctuation and demonstrate proper use of language?	**Lesson Essential Question** How does sentence structure show correct sentence formation and demonstrate proper use of language?	**Lesson Essential Question** How do misplaced clause modifiers demonstrate proper use of the language?
Vocabulary Main and Subordinate, Adjective, Adverb, Noun	**Vocabulary** Simple, Compound, Complex, Compound/Complex, Run ons, Fragments	**Vocabulary**

Concept Use of semi-colon	**Concept** Complex usage problems	**Concept**
Standards: CC.1.5.10.G How to demonstrate command of the conventions of standard	**Standards:** CC.1.5.10.G How to demonstrate command of the conventions of standard	**Standards:**

English when speaking. CC1.4.10.F How to demonstrate command of the conventions of standard English when writing.	English when speaking. CC1.4.10.F How to demonstrate command of the conventions of standard English when writing.	
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Lesson Essential Question How does the use of semi colons demonstrate proper use of the language?	**Lesson Essential Question** How does the correct usage demonstrate proper use of the language?	**Lesson Essential Question**
⬇	⬇	⬇
Vocabulary	**Vocabulary**	**Vocabulary**

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English I   Days:
Topic: Literary Analysis   Grade Level: 10

Key Learning
Comprehend and evaluate complex texts across a range of types of disciplines as critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Unit Essential Question
How do readers know what to believe in what they read, hear, and view?

Concept CC1.4.10.B Thesis	**Concept CC1.4.10.B** Transitions	**Concept CC.1.4.10.C** Topic Sentence
Standards: How to write with focus	**Standards:** How to be aware of text	**Standards:** How to write for various audience types
Lesson Essential Question How do you write a paper with clear and concise focus?	**Lesson Essential Question** How do you properly use transitions to provide effective fluency between ideas?	**Lesson Essential Question** How do you successfully evaluate your audience before beginning your project.
Vocabulary Bias Purpose Voice	**Vocabulary** Key words Affix Compare Contrast Resolution	**Vocabulary** Author's Purpose Text Structure Placement

Concept CC.1.4.10.C Textual Evidence	**Concept CC.1.4.10.D** Text Structure	**Concept CC.1.4.10.F** Quoting vs. Paraphrasing
Standards: How to develop a topic with well-chosen facts and details	**Standards:** How to establish and maintain a formal and objective style	**Standards:** How to demonstrate appropriate command of the English language.

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

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Lesson Essential Question What makes clear and effective writing?	**Lesson Essential Question** How do strategic readers create meaningful and informational literary text?	**Lesson Essential Question** How does a reader know a source can be trusted?
⬇	⬇	⬇
Vocabulary Literary form Literary device	**Vocabulary** In-text citation Works cited	**Vocabulary** Draw Conclusions Explain Author's style

Additional Information/Resources:

Course/Subject: English II   Days:
Topic: Novel   Grade Level: 10

Key Learning
Use appropriate strategies to construct meaning by skillfully interpreting, analyzing, evaluating, and synthesizing information, and determine how audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Unit Essential Question
How does one use appropriate strategies to construct meaning by skillfully interpreting, analyzing, evaluating, and synthesizing information, and determine how audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Concept Strategies	**Concept** Character	**Concept** Structure
Standards: CC.1.3.9.B What a text says explicitly as well as inferences based on author's purpose and beliefs about a subject CC.1.3.9.K How to read literary fiction	**Standards:** CC.1.3.9.C How complex characters develop over the course of a text, interact with other characters, and advance plot or develop theme	**Standards:** CC.1.3.9.I How context helps define and shape meanings of words
Lesson Essential Question How does one identify author's intended purpose? How does one identify and explain text that supports author's intended purpose? How does one cite strong and thorough textual evidence to support author's intended purpose? How does one read to comprehend literature?	**Lesson Essential Question** How does one determine how complex characters develop over the course of the text? How does one determine how characters interact with each other and advance plot or develop theme?	**Lesson Essential Question** How does one summarize key details and events in part or as a whole to understand structure?

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Vocabulary	**Vocabulary**	**Vocabulary**
Author's Purpose	Character	Text Structure
Analysis	Characterization	Organization
Elements of Fiction	Universal Character	Summarize
Foreshadowing	Development	
flashback	Dialogue	

Concept	**Concept**	**Concept**
Theme	Symbolism	Irony
Standards:	**Standards:**	**Standards:**
CC.1.3.9.A	CC.1.3.9.J	CC.1.3.9.J
How theme emerges and is shaped and refined by textual details	How figurative language, connotation, and denotation convey meaning in text	How figurative language, connotation, and denotation convey meaning in text
⬇	⬇	⬇
Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
How does one determine a theme or central idea of a text? How does one analyze textual details to reveal theme?	How does identifying symbolism through supporting details help to shape the meaning of the text?	How does identifying irony help to shape the meaning of the text?
⬇	⬇	⬇
Vocabulary	**Vocabulary**	**Vocabulary**
Interpret	Symbolism	Connotation
theme	Interpret	Context Clues
	Allegory	Irony
		Interpret
Concept	**Concept**	**Concept**
Literary Period/Historical Context	Setting	Tone/Mood
Standards:	**Standards:**	**Standards:**
CC.1.3.9.I	CC.1.3.9.I	CC.1.3.9.F
How context helps define and shape meanings of words	How context helps define and shape meanings of words	How words and phrases shape meaning and tone in text

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Lesson Essential Question What is the significance of reading a novel by a British author? How does understanding the historical context help to shape the meaning of the text?	**Lesson Essential Question** How does identifying setting help to shape the meaning of the text?	**Lesson Essential Question** How does identifying tone and mood help to shape the meaning of the text? How are tone and mood related?
⬇	⬇	⬇
Vocabulary Connotation Context Clues Cultural Significance Literary Movement	**Vocabulary** Setting Dialect	**Vocabulary** Tone Mood

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: Eng. II   Days:
Topic: Poetry   Grade Level: 10

Key Learning **Textual details help to shape meaning in poetry**

Unit Essential Question **How do words and phrases shape meaning and tone within a poem?**

Concept **Poetic forms**	Concept **Stanza Form**	Concept **Meter**
Standards: **CC1.3.10.A** **How theme emerges and is shaped and refined by textual details** **CC.1.3.10.H** **How theme is developed through textual elements** **CC.1.3.10.J** **How figurative language, connotation and denotation convey meaning in text**	**Standards:** **CC1.3.10.A** **How theme emerges and is shaped and refined by textual details** **CC.1.3.10.H** **How theme is developed through textual elements** **CC.1.3.10.J** **How figurative language, connotation and denotation convey meaning in text**	**Standards:** **CC1.3.10.A** **How theme emerges and is shaped and refined by textual details** **CC.1.3.10.H** **How theme is developed through textual elements** **CC.1.3.10.J** **How figurative language, connotation and denotation convey meaning in text**
Lesson Essential Question **How do you identify poetic forms and their constructions?**	**Lesson Essential Question** **How do you analyze literary form as it relates to the meaning of the text?**	**Lesson Essential Question** **How do you evaluate and analyze the relationship between tone, style, mood and poetic devices?**
Vocabulary **Elegy**	**Vocabulary** **Couplet**	**Vocabulary** Foot/ Iamb

Epic **Ballad** **Sonnet** **Metaphysical** **Mock Epic** **Ode**	**Quatrain** **Cinquain** **Refrain**	Tetra Penta

<u>Concept</u> **Rhyme**	<u>Concept</u> Figurative language	<u>Concept</u> Sound devices
<u>Standards:</u> **CC1.3.10.A** **How theme emerges and is shaped and refined by textual details** **CC.1.3.10.H** **How theme is developed through textual elements** **CC.1.3.10.J** **How figurative language, connotation and denotation convey meaning in text**	<u>Standards:</u> **CC1.3.10.A** **How theme emerges and is shaped and refined by textual details** **CC.1.3.10.H** **How theme is developed through textual elements** **CC.1.3.10.J** **How figurative language, connotation and denotation convey meaning in text**	<u>Standards:</u> **CC1.3.10.A** **How theme emerges and is shaped and refined by textual details** **CC.1.3.10.H** **How theme is developed through textual elements** **CC.1.3.10.J** **How figurative language, connotation and denotation convey meaning in text**
⬇	⬇	⬇
<u>Lesson Essential Question</u> **How do you determine author's style and meaning through sentence variety?**	<u>Lesson Essential Question</u> **How do you analyze and evaluate how, diction, syntax, figurative language affect theme?**	<u>Lesson Essential Question</u> **How do you analyze tone, style, or mood through sound devices?**
⬇	⬇	⬇
<u>Vocabulary</u> **Exact** **Slant** **True** **End** **Internal** **Blank**	<u>Vocabulary</u> Apostrophe Conceit Personification Imagery Allusion	<u>Vocabulary</u> **Assonance** **Consonance** **Alliteration** **Onomatopoeia**

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Concept **Speaker/Voice**	**Concept** **Theme**	**Concept**
Standards: **CC1.3.10.A** **How theme emerges and is shaped and refined by textual details** **CC.1.3.10.H** **How theme is developed through textual elements** **CC.1.3.10.J** **How figurative language, connotation and denotation convey meaning in text**	**Standards:** **CC1.3.10.A** **How theme emerges and is shaped and refined by textual details** **CC.1.3.10.H** **How theme is developed through textual elements** **CC.1.3.10.J** **How figurative language, connotation and denotation convey meaning in text**	**Standards:**
⬇	⬇	⬇
Lesson Essential Question **How do you analyze and evaluate how voice /choice of speaker affects mood, tone and meaning of text?**	**Lesson Essential Question** **How do you evaluate and analyze textual details that contribute to the development of theme?**	**Lesson Essential Question**
⬇	⬇	⬇
Vocabulary **Tone** **Mood** **Style** **Purpose**	**Vocabulary**	**Vocabulary**

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English II   Days:
Topic: Short Stories   Grade Level: 10

| **Key Learning** Become a critical consumer of short stories across a range of disciplines while identifying audience and the influence a writer's choice of organizational pattern, language, theme, and literary techniques and what it says about the writer. |

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| **Unit Essential Question** From whom and how do writers write effectively with a clear purpose? |

Concept Cultural Detail	**Concept** Emotional Appeal	**Concept** Strategies
Standards: CC.1.3.10.B What a text says explicitly as well as inferences based on author's purpose and beliefs about a subject.	**Standards:** CC.1.3.10.B What a text says explicitly as well as inferences based on author's purpose and beliefs about a subject.	**Standards:** CC.1.3.10.J How figurative language, connotation, and denotation convey meaning in text. CC.1.3.10.F How words and phrases shape meaning of text. CC.1.3.10.I How context helps define and shape meanings of words.
⬇	⬇	⬇
Lesson Essential Question How do varying short stories represent movements in American literature?	**Lesson Essential Question** How does author's purpose appeal to the intended audience?	**Lesson Essential Question** How does the author use language to support his purpose?
⬇	⬇	⬇
Vocabulary	**Vocabulary**	**Vocabulary** Foreshadowing, Flashback

Concept Character	**Concept** Structure	**Concept** Theme
Standards: CC.1.3.10.C How complex characters develop over the course of a text, interact with other	**Standards:** CC.1.3.10.I How context helps define and shape meanings of words.	**Standards:** CC.1.3.10.H How theme is developed through textual elements.

characters, and advance plot or develop theme.		
⬇	⬇	⬇
Lesson Essential Question How do characters influence stories in part and as a whole?	**Lesson Essential Question** How do stated and implied meanings of words shape the author's purpose and theme of the story?	**Lesson Essential Question** How do textual details reveal theme?
⬇	⬇	⬇
Vocabulary Development, Dialogue	**Vocabulary**	**Vocabulary**

Concept Symbolism	**Concept** Irony	**Concept** Setting
Standards: CC.1.3.10.J How figurative language, connotation, and denotation convey meaning in text.	**Standards:** CC.1.3.10.J How figurative language, connotation, and denotation convey meaning in text.	**Standards:** CC.1.3.10.I How context helps define and shape meanings of words.
⬇	⬇	⬇
Lesson Essential Question How does the author use symbols to convey meaning?	**Lesson Essential Question** How does the author use irony to convey meaning?	**Lesson Essential Question** How does the setting shape the overall meaning of the story?
⬇	⬇	⬇
Vocabulary	**Vocabulary**	**Vocabulary**

Concept Historical Context	**Concept** Medieval Romance	**Concept**
Standards: CC.1.3.10.B What a text says explicitly as well as inferences based on author's purpose and beliefs about a subject.	**Standards:** CC.1.3.10.B What a text says explicitly as well as inferences based on author's purpose and beliefs about a subject.	**Standards:**.

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

⬇	⬇	⬇
Lesson Essential Question How does the historical context aid the author's purpose and reader's comprehension?	**Lesson Essential Question** How do narrative accounts aid the author's purpose and reader's comprehension?	**Lesson Essential Question**
⬇	⬇	⬇
Vocabulary	**Vocabulary** Exploration, Slave, Diaries, Journals, Letters	**Vocabulary**

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English II   Days:
Topic: Vocabulary   Grade Level: 10

Key Learning Through reading, listening, use of context clues, discussion, and use of prior knowledge, and direct teaching, students will be able to determine meaning while using a variety of resources to better understand the vocabulary used within a published work.

Unit Essential Question
How do you determine the meanings of unfamiliar vocabulary words?

Concept CC1.3.10.F Connotation / Denotation	**Concept CC1.3.10. I** Synonym / Antonym	**Concept CC.1.3.10.J** Context Clues
Standards: How words and phrases shape meaning and tone in texts.	**Standards:** How to use strategies and tools to determine or clarify word meaning.	**Standards:** How to use context clues to determine or clarify the meaning or unfamliar, multiple-meaning, or ambiguous words
Lesson Essential Question How do we draw conclusions about connotations and denotations of words.	**Lesson Essential Question** What reading strategies can I use that will help me understand what words I am reading?	**Lesson Essential Question** How does the author's use of words affect the meaning of the work?
Vocabulary Context clues, discussion, definitions, parts of speech, word usage, background knowledge, relate, prefix, suffix, root word, etymologies, dictionary, thesaurus	**Vocabulary** Background knowledge, graphic organizer, knowledge of text structure, prediction, purpose, main idea, central theme.	**Vocabulary** Mood, tone, voice, point of view, perspective, explain, persuade, entertain

Concept	**Concept**	**Concept**
Standards:	**Standards:**	**Standards:**
⬇	⬇	⬇
Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
⬇	⬇	⬇
Vocabulary	**Vocabulary**	**Vocabulary**

Additional Information/Resources: