BOARD APPROVED: June 22, 2026

Course Name 10th Grade English

Unit Title Reflecting On The Past

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

1.2 Reading Informational Text

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.

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.

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.

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.

Transfer

Students will be able to independently use their learning to...

- ❑ analyze the message conveyed in works of fiction and nonfiction to better understand how reflecting on the past shapes future goals.

Meaning

UNDERSTANDINGS

Students will understand that...

- ❑ reflecting on the past can be beneficial in avoiding repeated mistakes in the future
- ❑ experiences impact behavior and opinions
- ❑ informational text can be used to demonstrate learning

ESSENTIAL QUESTIONS

Students will keep considering...

- ❑ How does reflecting on the past shape our future?
- ❑ What does the past have to do with the future?
- ❑ When is it most beneficial to reflect on the past?
- ❑ In what ways do we use informational text to deepen understanding?

Acquisition

Students will know...

Students will be skilled at...

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

CC.1.2.9-10.F
Analyze how words and phrases shape meaning and tone in texts.

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.

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. (Background)

CC.1.2.9–10.K
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. (Background)

1.3 Reading Literature
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.

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.

Informational Text:

- ❑ Main Idea/Supporting details
- ❑ citing evidence

Literature:

- ❑ Character Development
  - Characterization
  - Character Motivation
- ❑ Conflict
  - contributing to theme
- ❑ Academic Literary Terms:
  - simile/metaphor
  - imagery
  - tone
  - inference
- ❑ Theme/Central Idea
- ❑ Vocabulary Words in Context

Writing:

- ❑ Textual Evidence
- ❑ Reliable, academic resources for research
- ❑ Locating appropriate evidence from a larger text
- ❑ Synthesizing evidence in support of a claim

- ❑ writing with a sharp, distinct focus identifying topic, task, and audience while demonstrating grade-appropriate command of conventions.
- ❑ selecting relevant textual evidence to support analysis of fiction and nonfiction works.
- ❑ selecting relevant textual evidence in their informational writing.
- ❑ determining the theme
- ❑ organizing writing to add interest
- ❑ writing with an awareness of style
- ❑ demonstrating a command of conventions

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

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.

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.

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.

1.4 Writing
CC.1.4.9-10.B
Write with a sharp distinct focus identifying topic, task, and audience.

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.

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

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

comprehension; provide a concluding statement or section. 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. CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics. CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim. 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. 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;		

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

provide a concluding statement or section that follows from and supports the argument presented. 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 formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9-10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 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. CC.1.4.9-10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 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. CC.1.4.9-10.T 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. CC.1.4.9-10.W Gather relevant information from multiple authoritative		

STAGE 1 | DESIRED RESULTS Context and relevance for student learning		
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 citation. 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.		

BOARD APPROVED: June 22, 2026

EAST PENN SCHOOL DISTRICT

Course Name 10th Grade English

Unit Title Power

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

1.3 Reading Literature

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.

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.

CC.1.3.9–10.F

Analyze how words and phrases shape meaning and tone in texts.

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.

Transfer

Students will be able to independently use their learning to...

- ❏ analyze the message conveyed in works of fiction and nonfiction to better understand how power can be used and/or abused.

Meaning

UNDERSTANDINGS

Students will understand that...

- ❏ a range of factors can either strengthen or undermine a power.
- ❏ power or lack of power can affect and individual.
- ❏ with power comes responsibility.

ESSENTIAL QUESTIONS

Students will keep considering...

- ❏ Why is power achievable for some but not all?
- ❏ What are the factors which create an imbalance of power?
- ❏ What role does ambition play in the acquisition of power?

Acquisition

Students will know...

- ❏ Central Idea/Theme
- ❏ Building Tension
- ❏ Character Development
  - ○ through the entirety of a text.
- ❏ Setting and its effect on plot

Students will be skilled at...

- ❏ analyzing how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

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. 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. 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. 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.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently. **1.4 Writing** CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading	❑ How words and phrases shape meaning and tone in a text.	❑ analyzing the development of characters and how that plays a role in the perception of power. ❑ writing with an awareness of style. ❑ demonstrating a command of conventions.

STAGE 1 | DESIRED RESULTS Context and relevance for student learning		
standards for literature and literary nonfiction.		

EAST PENN SCHOOL DISTRICT

Course Name 10th Grade English

Unit Title Identity & Individuality

STAGE 1 | DESIRED RESULTS
Context and relevance for student learning

Standards

1.3 Reading Literature
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.

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.

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.

CC.1.3.9–10.F

Transfer

Students will be able to independently use their learning to...

- ❑ analyze the message conveyed in works of fiction and nonfiction to better understand how our values and priorities shape our connection to the world around us.

Meaning

UNDERSTANDINGS
Students will understand that...

- ❑ they are interconnected with the world around them.
- ❑ identities are ever-evolving, while it is important to recognize our common humanity.

ESSENTIAL QUESTIONS
Students will keep considering...

- ❑ What makes you who you are?
- ❑ What authentic experiences shape our paradigm?
- ❑ How do values and priorities shape your connection to the world?

Acquisition

Students will know...

Students will be skilled at...

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Analyze how words and phrases shape meaning and tone in texts. 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.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. 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. **1.4 Writing** 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. CC.1.4.9–10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	❑ point of view ❑ how to analyze key scenes within a text to extrapolate meaning ❑ rhetorical devices ○ ethos, pathos, logos ❑ character development through dialogue	❑ identifying the impact of point of view. ❑ interpreting symbols in the text based on analysis of key scenes. ❑ understanding the effect rhetorical devices can have on an audience ❑ demonstrating a command of conventions

STAGE 1 | DESIRED RESULTS Context and relevance for student learning		
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. **1.5 Speaking and Listening** CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 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.		

BOARD APPROVED: June 22, 2026

EAST PENN SCHOOL DISTRICT

Course Name 10th Grade English

Unit Title Acceptance

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

1.3 Reading Literature

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.

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.

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.

CC.1.3.9–10.F
Analyze how words and phrases shape meaning and tone in texts.

Transfer

Students will be able to independently use their learning to...

- ❑ analyze the message conveyed in works of fiction and nonfiction to better understand the human condition.

Meaning

UNDERSTANDINGS

Students will understand that...

- ❑ there is good and evil in humans.
- ❑ the desire for acceptance and validation can determine a person's choices.

ESSENTIAL QUESTIONS

Students will keep considering...

- ❑ What is the duality of human nature?
- ❑ Why do people sometimes change themselves to gain approval from others?
- ❑ How can rejection affect a person's identity or actions?

Acquisition

Students will know...

- ❑ Character Development
- ❑ Setting and its effect on plot.
- ❑ how words and phrases shape meaning and tone in a text.
- ❑ how authors manipulate word order and the structure of a text to advance the purpose

Students will be skilled at...

- ❑ reading and analyzing across various genres.
- ❑ writing with a sharp, distinct focus identifying topic, task, and audience while demonstrating grade-appropriate command of conventions.

STAGE 1 | DESIRED RESULTS Context and relevance for student learning		
Standard - 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. CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 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.		❑ using organization to create clear relationships between ideas ❑ determining and evaluating author's point of view. ❑ maintaining an awareness of style ❑ analyzing how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.