

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

**English 9 and American Studies
(Integrated)**

Grade Level: 9

Date of Board Approval: _____2018_____

Planned Instruction

Title of Planned Instruction: English 9 and American Studies

Subject Area: English and Social Studies

Grade(s): 9

Course Description:

This standards-based course combines English 9 and American Studies 9 and is equivalent in difficulty to those courses. This team-taught, interdisciplinary course is designed to provide students with a better understanding and command of writing, vocabulary, grammar, research, literature, debate, and presentation as they relate to crucial events in American history from Reconstruction through the present day. The course focuses on Pennsylvania Core standards and Keystone Eligible Content. Throughout this course, students will read various pieces of literature and nonfiction, related to American history, and incorporate them into writing assignments, including constructed-responses and informative, argumentative, and analytical essays. A brief review of basic grammar concepts will occur, with additional units on grammar, usage, and mechanics to follow. In addition, students will debate their peers and create original works for presentation. This course is designed for students who enjoy public speaking. Students must also work well in groups. There is a community service component to this course. A research paper is a course requirement. History and English teachers from eighth grade courses will recommend students for this program.

Time/Credit for the Course: 1 Credit for English and 1 credit for social studies

Writing Committee: Jacqueline Weston and Nicholas Quaglia

Course Grading Scale for Integrated American Studies 9

Total Points earned:

Unit Tests (2-3 per marking period)	100 points per test
Homework/Classwork	10-20 points per assignment
Quizzes (2-3 per marking period)	30-40 points per quiz
Projects (1-2 per marking period)	50-100 points per project
Essays (1-2 per marking period)	50 points per essay
Participation and Preparation	50 points

Curriculum Map

NOTE: Due to the fact that there will sometimes be units that go on simultaneously in both American Studies and English 9, the timeline throughout this curriculum may appear to include more than 180 days when it does not.

1. Marking Period One:

Overview based on 45 days

Goals:

English:

Understanding of:

- **Keystone skills (step one in a two-year process toward proficiency)**
 - **Note:** These skills will be reinforced throughout the year using various assignments, projects and programs (e.g. Study Island).
 - **The art of persuasion in written and oral text**
 - Rhetorical devices – parallelism, analogy, restatement, rhetorical questioning, etc.
 - **Critical reading and analysis of seminal documents**
 - **Text annotation (T2T)**
 - Critical reading strategies (questioning, chunking, summarizing, paraphrasing, etc.)
 - Literary and nonfiction analysis
 - Main idea, inferencing, answer identification in text, etc.
 - Author's purpose and author's technique
 - Summarization and paraphrasing
 - **Introduction to poetic devices (September 11 tribute – full unit to follow later in the year)**
 - **Introduction to constructed-response writing – answer, cite, analyze (connect to/prove claim)**
- **Writing**
 - **Introduction to informative essay writing – introduction, body, conclusion**
 - **Introduction to persuasive writing and speaking – employing rhetorical techniques (combined with debates – continued in MP #2)**
- **Drama**
 - **Elements of drama**
 - **Plot Structure (three acts)**
 - **Stage Directions**
 - **Terminology (related specifically to drama)**
- **Presentation Skills**
 - **Socratic Seminar – creation, use, and answering of Level 2 and Level 3 questions**
 - **Introduction to formal oration and presentation (first**

presentation will be in MP #1)

- **Vocabulary**
 - **Affixes: prefixes and suffixes**
 - **Etymology-based vocabulary (roots)**
 - **Connotation and denotation of words**
 - **Context clues: restatement, inference and contrast clues**
- **Grammar**
 - **Run-ons, fragments, commas, basic punctuation and common grammatical errors**
 - **Introduce subject/verb agreement (review parts of a sentence and verb tenses as needed)**

History:

Understanding of:

- **Unit 1: Foundations of American Studies**
 - **Review key events of US History I**
 - **Constitution Review**
 - **Review of American geography**
 - **Introduction to famous names and dates in America history**
 - **Introduction to political spectrum**
 - **Civil War Review**
 - **Reconstruction Overview**
- **Unit 2: Immigration and Migration**
 - **Immigration History**
 - **Migration Patterns**

Combined:

Understanding of:

- **The importance of community service and our roles as good citizens**
- **September 11th and its impact on American society (use of poetry and documentary images)**
- **Presentation – America Through the Decades**
- **The art of debate (continued in MP #2)**
 - **Persuasive writing – essays and speeches**
 - **Questioning strategies**
 - **Defense of a position**
 - **Presentation skills**
- **Rhetoric and its place in seminal documents**
- **Writing (continued in MP #2)**
 - **Informative**
 - **Persuasive**
 - **CR writing**

2. Marking Period Two:
Overview based on 45 days:

Goals:
English:

Understanding of:

- **Skills addressed in MP #1**
- **Continuation of vocabulary study**
- **Continuation of debate study (presentations/debates and submission of essays will take place in MP #2)**
- **Keystone related skills (continued from MP #1 throughout the year)**
- **The importance of text annotation and Talk to the Text strategies**
 - **Inferencing, main idea, context clues (contrast, restatement, inferencing), author's purpose, etc.**
- **Poetry (continues into MP #3)**
 - **Poetic terminology**
 - **Poetic structure**
 - **Use of poetic language/figurative language**
- **Research paper**
 - **Introduction to writing a formal research paper**
 - **Gathering sources – evaluating validity of sources**
 - **Acquiring information from sources and paraphrasing**
 - **Creating an outline**
 - **Writing a rough draft – introduction, body, conclusion**
 - **Inserting citations as needed**
 - **Revising and submitting a final product**
 - **MLA – introduction to MLA format**
 - **Format for paper**
 - **In-text Citations**
 - **Works Cited**
- **Grammar – continue study of skills and concepts from MP #1**
 - **Continue subject/ verb agreement**
 - **Pronoun/antecedent agreement**
 - **Pronoun usage will begin in MP #2 or MP #3 depending on students' skill levels and understanding**
 - **Grammar focus will be on writing grammatically correct and highly effective sentences during the research paper process**

History:

Understanding of:

- **Unit 3: Research Paper- American Presidential History**
 - **Influential 20th Century American Presidents**
- **Unit 4: The Struggle for Equality (will continue into MP #3)**
 - **African-American Experience**

- Women's Rights and Progress
- Native Americans
- Hispanic-Americans

Combined:

Understanding of:

- The importance of community service and our roles as good citizens
- Debate (continued from MP #1)
 - Persuasive writing – essays and speeches
 - Questioning strategies
 - Defense of a position
 - Presentation skills
- Writing (continued from MP #1)
 - Persuasive
 - Research Paper

3. Marking Period Three:

Overview based on 45 days:

Goals:

English:

Understanding of:

- Keystone skills – continued from MP #1 and MP #2
- Fiction
 - Novel – *To Kill a Mockingbird*
 - Plot structure
 - Literary terminology
 - Literary analysis
 - Character development over the course of a longer work
 - Poetry – related to the novel by theme (Civil Rights)
 - Short Stories
 - Plot Structure – Freytag's Pyramid
 - Literary terminology
 - Literary analysis
- Vocabulary – continued from MP #1 and MP #2
- Grammar – continued from MP #1 and MP #2
 - Pronoun Usage
 - Commonly confused words (continues into MP #4)
 - Punctuation (continues into MP #4)
- Writing (continues throughout the year)
 - CR writing

History:

Understanding of:

- Unit 4: The Struggle for Equality (will continue into MP #3)

- African-American Experience
- Women’s Rights and Progress
- Native Americans
- Hispanic-Americans
- Unit 5: Life in the Industrial Age
 - Introduction of economic philosophies – capitalism, socialism, communism
 - Characteristics of Industrial Revolution
 - Leading industrialists
 - Labor Unions and strikes
 - Consumerism of the Roaring Twenties
- Unit 6: The Development of the Modern American Economy (Will continue into MP #4)
 - Great Depression – Causes and Political Response
 - Social and cultural life during Great Depression
 - Impact of World War II on economic life
 - Presidential Economic agendas after the New Deal
 - Significant economic events of post-World War II era
 - Current issues dealing with the economy

Combined:

Understanding of:

- The importance of community service and our roles as good citizens
- History as a catalyst for writing - the connection between literature and poetry and history (Civil Rights)
- Struggle for Equality Project – includes a written component

4. Marking Period Four:

Overview based on 45 days:

Goals:

English:

Understanding of:

- Keystone skills – continued from MP #1 – MP #3
- Drama (return to skills from MP #1)
 - *Romeo & Juliet* – cut script
- Fiction
 - Novel – *Of Mice and Men* (If time permits, students will also read *Speak*)
 - Plot structure
 - Literary terminology
 - Literary analysis
 - Character development over the course of a longer work
 - Short Stories
 - Plot Structure – Freytag’s Pyramid
 - Literary terminology

- Literary analysis
- Vocabulary – continued from MP #1 – MP #3
- Grammar – continued from MP #1 – MP #3
 - Overall review of concepts from previous marking periods
 - Commonly confused words
 - Punctuation
- Writing (continues throughout the year)
 - CR writing
 - Essay writing

History:

Understanding of:

- Unit 7 – Origins of American Foreign Policy
 - Overview of foreign policy concepts - isolationism, expansionism, Imperialism
 - American shift from expansion to imperialism in the late 19th century
 - Spanish-American War
 - Presidential foreign policies early 1900s – TR, Taft, Wilson
- Unit 8 – US involvement in World War I and World War II
 - Causes of World War I
 - America’s position at start of the war
 - Factors affecting US decision to enter war
 - Impact of American Involvement on the outcome of war
 - American war experience
 - Post-War proposals, debates, and agreements
 - American foreign policy between the World Wars
 - Isolation and factors leading to involvement
 - Rise of the totalitarian leaders
 - World War II
 - Causes of World War II
 - America’s position at start of the war
 - Factors affecting US decision to enter war
 - Impact of American Involvement on the outcome of war
 - American war experience
 - Decisions on ending the war
- Unit 9: America’s Role as a Leader
 - Origins of the Cold War
 - Cold War “hot spots” and development
 - The evolution of American Cold War foreign policy –
 - Containment (late 1940s-early 1950s)
 - Brinkmanship (1950s)
 - Flexible Response (1960s)
 - Détente (1970s)
 - “Peace through Strength” (1980s)
 - US involvement in the Middle East –
 - Arab-Israeli conflicts

- Iranian hostage crisis
- Persian Gulf War
- War on Terrorism
- Current issues dealing with foreign policy

Combined:

Understanding of:

- The importance of community service and our roles as good citizens
- History as a catalyst for writing - the connection between literature and poetry and history (The Great Depression, Dust Bowl, etc.)
- Final Project – Grades 9 -11 – Culmination Activity – Students from all three grade levels will showcase their learning in a project that will involve elements of what they have studied in their English and social studies classes. Each year the project will change to address the issues facing the world. This project is meant to make a clear connection between the students' learning and their world.

Curriculum Plan

Marking Period 1:

- **American Studies Focus:**
 - **Unit 1: Foundations of American Studies**
- **English Focus: Introduction to Rhetoric**
 - **Combined Focus: Writing and Speaking**

Note: During this first marking period, students will also be introduced to the elements of drama, grammar, vocabulary, reading strategies, the art of debate, etc. These will be utilized and addressed throughout the year.

Standard(s):

PAC ELA Standards: CC.1.2.9-10.A-F, CC.1.2.9-10.H-L, CC.1.3.9-10.A-F, 1.3.9-10.H-K, 1.4.9-10.A-F (informative writing), 1.4.9-10.G-L (persuasive writing), 1.4.9-10.S-U (constructed-response and analytical writing), 1.5.9-10.A-G

*In addition, Keystone Eligible Content standards are listed alongside the corresponding activities.

American Studies Standards:

PACS History and Social Studies: 8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

PACS: Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11- 12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Big Ideas:

English:

Big Idea # 1:

- **Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.**

Essential Questions:

- **How does interaction with text provoke thinking and response?**
- **How can our knowledge and use of the research process promote lifelong learning?**
- **How does productive oral communication rely on speaking and listening?**

Concepts:

- **Essential content, literary elements and devices inform meaning.**
- **Textual structure, features, and organization inform meaning.**

- Acquiring and applying a robust vocabulary assists in constructing meaning.
- Informational sources have unique purposes.
- Active listening facilitates learning and communication.

Competencies:

- Identify and evaluate essential content within seminal documents and works of drama.
- Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions.
- Evaluate the effectiveness of the author's use of literary devices in historical documents and works of drama.
- Analyze and evaluate author's/authors' use of conflict, theme, and/ or point of view within and among texts.
- Develop new and unique insights based on extended understanding derived from critical examinations of text(s).
- Analyze the impact of societal and cultural influences in texts.
- Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations.
- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and / or reflecting on the speaker's message.

Big Idea #2 & #3:

- Writing is a way of documenting thinking.
- Purpose, topic, and audience guide types of writing.

Essential Questions:

- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?
- How does a writer create narrative, informational and persuasive pieces that respond to topic, purpose, and audience?
- What role does writing play in our lives?

Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality.
- Writing improves through the recursive process of revising and editing.

Competencies:

- Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language. (style)
- Develop topic-specific content that effectively and fully explains and supports the work by using details, facts, research, and/or examples. (content)
- Use precise vocabulary when developing writing.
- Use strong verbs and nouns, concrete details, and sensory language to make meaning clear to the reader.
- Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish) Revise writing by:
 - examining how the questions of purpose, audience, and genre have been addressed.
 - examining and improving style, word choice, sentence variety and subtlety of meaning.

Big Idea #4:

- Writing is a recursive process that conveys ideas, thoughts, and feelings.

Essential Questions:

- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?

Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality.
- Writing improves through the recursive process of revising and editing.
- Informational writing describes, explains and/or summarizes ideas or content in a variety of genre.
- Persuasive writing attempts to influence the audience by presenting an issue and stating and supporting a position.

Competencies:

- Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience. (focus)
- Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language. (style)
- Use proper conventions to compose in the standard form of the English language. (conventions)
- Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus.
- Use precise vocabulary when developing writing

Big Idea #5: Listening provides the opportunity to learn, reflect, and respond. Essential Questions:

- How does productive oral communication rely on speaking and listening?

Concepts:

- Active listening facilitates learning and communication.

Competencies:

- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message.
- Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions.
- Listen with civility to the ideas of others.

Big Idea #6: Effective speaking and listening are essential for productive communication. Essential

Questions:

- How does productive oral communication rely on speaking and listening?

Concepts:

- Purpose, context and audience influence the content and delivery in speaking situation.

Competencies:

- **Interact effectively in discussions by:**
 - maintaining the focus of the discussion by contributing relevant content.
 - selecting and using appropriate language.
 - asking relevant and clarifying questions.
 - monitoring the response of participants and adjusting contributions accordingly.
 - employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation.
- **Deliver effective oral presentations by:**
 - establishing a clear and concise focus or thesis.
 - selecting and using appropriate structures, content and language to present ideas that support the thesis.
 - utilizing appropriate technology or media to reinforce the message.
 - employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation.
 - monitoring the response of the audience and adjusting delivery accordingly.

American Studies:

Big Idea #1: Historical context is needed to comprehend time and space.

Essential Questions:

- **Why is time and space important to the study of history?**

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society.
- Historic literacy requires a focus on time and space, and an understanding of the historical contexts of events and actions.

Competencies:

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.

Big Idea #2 Historical interpretation involves an analysis of cause and result. Essential

Questions:

- **Why is time and space important to the study of history?**
- **What role do multiple causations play in describing a historic event?**
- **What role does analysis have in historical construction?**

Concepts:

- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.
- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.

- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies:

- Articulate the context of a historical event or action.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.
- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.

Big Idea #3 - Perspective helps to define the attributes of historical comprehension.

Essential Questions:

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies:

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.

Overview:

American Studies Overview: The first marking period will begin with a review of US History I, which includes key components of the Constitution and events of the early Republic and Antebellum periods. Students will become familiar with a timeline of the American Studies course including significant events and individuals. Students will also identify and understand the meanings of current political terms and ideologies that they will encounter throughout the year and apply the terms into modern political thinking. Students will also review the factors leading to the Civil War, significant events of the Civil War, and the results of the Civil War. Students will then examine the debates and developments of the Reconstruction Era. Finally, students will explore a timeline of immigration and migration history. Students will identify factors leading to immigration, the living and working environments experienced by immigrants, along with the discrimination they encountered. Students will also examine causes and effects of various internal migrations that have occurred over the course of the American Studies course timeline.

English Overview: This marking period will serve as a basic introduction to grammar (run-ons, fragments, commas) in order to provide students with the knowledge they will need to write with a strong command of the English language. Students will also receive an introduction to vocabulary skills (context clues: restatement, inference, contrast; etymology, etc.). The majority of this marking period will be spent addressing the use of rhetorical devices in writing (drama) and in oration (through historical American documents) and on students' presentation skills, both formal and informal. In addition, we will begin the process of literary and nonfiction analysis.

Combined Overview: This marking period, students will begin to gain a deeper understanding of the American experience through a study of historical time periods and the significant individuals who helped shape and create history as we know it. Students will demonstrate their understanding by formally presenting information to the class and creating written documents that prove their learning.

Goals:

English:

- Through community service initiatives (in conjunction with Combo 10 and Combo 11), students will gain a deeper understanding of citizenship and the concept of being a "good neighbor." **(Combined)**
- Students will be able to identify and correct errors leading to run-ons, fragments, and comma errors (will continue into next unit).
- Students will be able to identify and evaluate rhetorical devices when reading historical works and works of drama. **(Combined)**
- Students will be able to utilize context clues and etymology to determine the meaning of unfamiliar words.

- Students will be able to utilize the reading strategy of talking to the text (annotating the text) to construct meaning from text. **(Combined)**
- Students will get a brief introduction to poetry (formal poetry unit will occur later in the year).
- Students will be able to write an informative essay **(Combined)** and a constructed-response (continuing to improve over the course of the year).
- Students will be able to take part in a student-led Socratic seminar.
- Students will be able to utilize rhetorical devices when formulating and presenting an argument. **(Combined)**
- Students will be able to formulate coherent informative presentations. **(Combined)**

American Studies:

- Students will develop a foundation for the American Studies course through an understanding of key components of the Constitution, identifying significant individuals and events of the Early Republic and Antebellum periods, and summarizing the factors leading to the Civil War.
- Students will discuss and analyze the various political terms and ideology that apply to the American political system.
- Students will analyze the political, economic, and social challenges of Reconstruction.
- Students will evaluate the successes and failures of Reconstruction.
- Students will identify the factors bringing immigrants to America.
- Students will describe the characteristics and experiences of immigrants.
- Students will define and describe government actions regarding immigration.
- Students will identify and examine the characteristics and experiences of internal migrations.

Objectives:

English:

Note: Many of these objectives apply to the combined projects and assignments throughout the marking period.

- Students will be able to deconstruct text, including nonfiction and drama, in order to explain and analyze each and gain an understanding of rhetorical devices. Through this process, students will identify and explain the central ideas as well as make connections to the time period and events being discussed. (DOK Levels 2, 3, 4)
- Students will analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effective writing. (DOK Levels 1-4)
- Students will be able to explain and to analyze the structure of fictional drama and nonfictional works, and speeches, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. Students will focus on rhetorical devices and literary terminology. (DOK Levels 2, 3, 4)
- Students will be able to recognize, explain, and evaluate how words and phrases,

including figurative language and rhetoric, establish meaning in nonfiction, speeches and poems. In addition, students will demonstrate understanding of figurative language and rhetorical devices, word relationships, and nuances in word meanings. (DOK Levels 1-4)

- Students will be able to acquire and accurately use general academic and domain-specific words and phrases sufficient for reading and listening at the college and career readiness level. (DOK Levels 1-4)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners (including a Socratic seminar), building on other's ideas and expressing their own clearly and persuasively. (DOK Levels 1-4)
- Students will be able to come to discussions prepared, having read and researched material under study, explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (DOK Levels 1-3)
- Students will be able to cite strong and thorough textual evidence to support analysis of what the text says, as well as inferences drawn from the text. (DOK Levels 1-4)
- In a formal presentation and essay, students will be able to present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (DOK Levels 1-4)
- Students will be able to apply an understanding of grammatical rules as they pertain to run-ons, fragments, and comma errors as they identify errors and correct them. (DOK Levels 1,2)
- Students will be able to construct essays and constructed-responses. (DOK Level 4)

American Studies:

- Students will identify features of US geography. (DOK Level One)
- Students will categorize the key components of the Constitution. (DOK Level Two)
- Students will summarize the significance of key individuals and events of the Early Republic and Antebellum periods. (DOK Level Two)
- Students will apprise the various events that contributed to the onset of the Civil War. (DOK Level Three)
- Students will investigate the important political and military happenings of the Civil War. (DOK Level Three)
- Students will identify and assess the plans of Reconstruction. (DOK – Level Three)
- Students will cite evidence of the political, economic, and social changes taking place in the South in the late nineteenth century (DOK - Level Three)
- Students will assess federal and state legislation that led to loss of civil rights for African-Americans. (DOK – Level Three)
- Students will categorize the varying factors influencing immigrants to migrate to the United States. (DOK – Level Two)
- Students will categorize the immigrants from the turn of the twentieth century with immigrants from earlier in the nineteenth century. (DOK – Level Two)

- Students will research and identify different government actions concerning immigration and complete a chart summarizing their findings. (DOK – Level Three)
- Students will examine current immigration issues and assess varying positions. (DOK – Level Three)
- Students will categorize the varying factors influencing people to migrate within the United States. (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

English:

- **Grammar Review – CC.1.4.9-10.T**
 - Using the “Find It, Fix It” Smartboard file (located in the department folder), their grammar books, Study Island, and grammar worksheets, students will review run-ons, fragments, and comma rules. Note: These skills will be applied in future writing activities, and students will be held accountable for them throughout the year in writing assignments and cumulative exams.
 - ATB questions and practice activities (see Power Point)
 - Study Island – independent practice (studyisland.com)
- **Vocabulary –**
 - Introduce the etymology-based vocabulary program that we will be utilizing this year. (Units 1-3 - *Greek and Latin Roots: A Study of Word Families, Level M*).
 - Provide modeling for students to determine and clarify the meaning of unknown ant multiple-meaning words and phrases based on close reading, context, and content (L.F.1.2.3, L.F. 1.2.4, L.F.1.3.1., L.F.1.3.2, L.F.1.3.3, L.F.2.3.5, L.N.1.2).
 - Use content vocabulary in context to illustrate how meaning develops via author’s or speaker’s diction and tone (L.F.1.2.3, L.F.1.2.4, L.N.1.3.1, L.N.1.3.2, L.F.1.3.2, L.F.1.3.3, L.F.2.3.5, L.N.1.2).
- **Reading and Analysis –**
 - Study Island – independent practice and remediation (Keystone Skills)
 - Students will be introduced to Talk to the Text/Annotating the Text (Reading Apprenticeship) – CC.1.3.9-10.A, B, D, F, G, H, I, J, K; CC.1.2.9-10.A, B, C, D, E, F, G, J, K, L; L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.2.2, L.F.2.2.3, L.F.2.3.1, L.F.2.3.2, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1, L.F.2.5.2, L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.2.1, L.N.1.2.3, L.N.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.1.2, L.N.2.2.2, L.N.2.2.3, L.N.2.3.4, L.N.2.3.5, L.N.2.4.2
 - Through T2T/annotating, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.

- Students will read and annotate Arthur Miller’s adaptation of Henrik Ibsen’s *An Enemy of the People*, Martin Luther King’s “I Have a Dream,” and Franklin D. Roosevelt’s “First Inaugural Address.”
 - Students will focus on the use of rhetorical devices in written and spoken language. Focus on the following rhetorical devices: parallelism, restatement, repetition, analogy, ethos, pathos, and logos.
 - Read *An Enemy of the People*. Apply literary terminology: characterization, theme, setting, plot, conflict, etc.
 - Create and answer Level 2 and Level 3 questions for use in a **Socratic Seminar**.
 - Read and annotate critical reading packets: “Uri Geller: Is He for Real?” and “David Williams: Imposter.” Focus on main idea, author’s purpose, inferencing, etc.
 - Modelling and guided practice will occur throughout this unit.
- **Writing –**
 - **Constructed-Response** – CC.1.4.9-10.A, B, C, D, E,F, S, T; L.N.2.1.2
 - After analyzing “I Have a Dream,” students will be given a prompt that focuses on rhetorical devices in the speech. This CR will be worked through as a group and finalized by individual students. This will be followed by a more independent attempt with a similar CR addressing FDR’s speech.
 - Students will be taught to analyze a prompt in order to identify key information. They will reword the prompt and identify and define any words they do not know.
 - Students will be taught to answer the questions, cite relevant evidence, and analyze how that evidence proves the given point). They will be taught to locate and utilize textual evidence in a CR. In addition, they will learn to explain and analyze, not simply restate, their quotes/evidence in order to prove their assertions.
 - Students will use a checklist to ensure that all necessary elements are present in their final draft. The final draft will be graded using a hybrid rubric that focuses on the components of ACE, but also assesses style, conventions, and organization.
 - **Essay** - CC.1.4.9-10.A, B, C, D, E, F, S, T; L.N.2.1.2
 - Students will review the five paragraph model for essaywriting.
 - Students will work through the process of writing a five paragraph informative essay.
 - Students will an essay addressing significant historical time periods. This essay will be the direct result of research that was done for the students’ presentations on important decades. In addition, this information will be helpful when students

write their research papers, which will be based on the presidents who led America through their given decades.

NOTE: The final writing assignment of the year will be introduced at this time so that students can use the entire year to gather evidence. ("Evil triumphs, but it does not conquer." Using the literary works and history covered in this course, prove this statement to be accurate.)

American Studies:

- Completing a map activity, students will identify states, capitals, and geographic features of the United States as part of creating a general understanding of place and location within the country. A quiz on each section will follow.
- Completing a matching worksheet, students will match famous dates and events in American history. A quiz on each section will follow.
- In a class discussion, students will demonstrate their prior knowledge of common current political issues, terms, and ideologies.
- Students will utilize selected websites to increase understanding of various current political issues and determine their views on these issues.
- Using a graphic organizer, students will summarize the key parts of the Constitution.
- Students will work cooperatively to identify significant individuals, events and concepts of the Early Republic and Antebellum periods.
- Investigate the factors leading to the Civil War and compose a paragraph that demonstrates how one factor contributed to the future conflict.
- View a selected overview film of the Civil War and complete graphic organizer highlighting significant events of the war.
- Construct a graphic organizer that compares the Reconstruction plans and proposals of Presidents Lincoln and Johnson, and the Congress.
- Read primary sources that depict the changes on southern society during Reconstruction. Include readings on freedmen, southern whites, scalawags, and carpetbaggers.
- In a class discussion, investigate the economic, political, and social changes that occurred in the South during the time period.
- Create a graphic organizer on characteristics of the two waves of immigrants that came to the United States in the nineteenth century.
- Complete Webquest activity exploring the Ellis Island experience.
- Construct a chart on federal legislation and court decisions dealing with immigration.
- Utilize sources to read and summarize current immigrant issues, analyze and assess varying positions in a writing assignment.
- Create a map and graphic organizer that summarizes the causes and effects of various internal migrations that have occurred within the United States.

Combined:

- **September 11th Tribute to America's Fallen**

- **Community Service Projects (slotted to begin in MP #1 and go on throughout the year)**
- **Essay** – CC.1.4.9-10.A, B, C, D, E, F, S, T; L.N.2.1.2
- **Presentations** – C.C.1.5.9-10.A-G
 - Introduction to American Studies-Decades Presentation – Students will be assigned a given time period. They will work together with their peers to research the time period. They will create a presentation on the time period. This information will provide the background information necessary to write their research papers in MP #2. A rubric will be used to grade these presentations.
- **Debates** – C.P.1.1.1-5, C.P.2.1.1-7, C.P.3.1.1-5
 - Conduct research.
 - Organize findings.
 - Annotate text.
 - Construct questions for discussion rounds. Make sure to include probable answers and follow-up questions.
 - Construct speeches and persuasive/argumentative essays.
 - Develop and support a thesis with evidence.
 - Provide closure for an argument.
 - Students will be taught to utilize rhetorical devices to present an effective argument. This will include appeals: logical, ethical, emotional (ethos, pathos, logos)
 - Conference with peers and teachers.
 - Participate in mock debates/practice debate in the classroom.
 - Receive feedback and make adjustments. Rework and revise. Publish formal documents.
 - Present in formal debate situation.
 - Review formal speaking techniques (eye contact, inflection, pace, stage presence, etc.).

Assessments:

Diagnostic:

- Benchmarks will be administered according to district and department plan. (CDT)
- PSSA data from grade 8
- KWL Chart
- Pretest on U.S. Geography, Famous dates in American history, and the American Presidents
- Brainstorm activity to identify political spectrum terminology
- Brainstorm Activity—Origins of Civil War figures and events
- Push and Pull Factors assignment- reasons why people move

Formative:

- MLK CR (guided)
- Selection Test – MLK Speech (after guided discussion)
- Vocabulary Quizzes (Units 1-3) and Graded Assignments
- Rough Drafts
- Discussion
- Prep Work for Debates
- Presentation Rehearsals
- Grammar Quizzes and Graded Assignments
- Critical Reading Packets
- Student/Teacher Conferences
- Study Island
- Graded Map and Review Activities
- Quiz/ Quizzes following each section of Foundations of American Studies unit
- Quiz on Significant Names and Events of Civil War
- Graphic Organizer/Summary of Presidential and Congressional Reconstruction plans
- Guided Reading Assignments and Review
- Immigration History Webquest activity and review

Summative:

- Informative Essay
- Presentations
- Grammar Test – Cumulative MP #1
- Selection Test – FDR’s Speech (independent reading)
- FDR CR (more independent)
- *An Enemy of the People* Exam
- Socratic Seminar – *Enemy*
- Unit Test-Foundations of American Studies
- Unit Test-Civil War and Reconstruction
- Unit Test-Immigration and Migration History

Extensions:

- Read additional historical documents, personal memoirs, and historical fiction from the time period being addressed and create a unique way to present that information to the group that clearly illustrates the significance of the information being addressed and the impact on today’s world.
- Interactive U.S. geography review using internet sources
- Acrostic poem assignment to identify significant events associated with U.S. Presidents
- Research genealogy and determine your ancestors to be old or new immigrants. Provide information substantiating your research.

Correctives:

- Additional conferences to help struggling students develop their arguments more effectively.
- Practice with rhetorical devices using less challenging text in an effort to build understanding.
- Additional revision opportunities and conferences for essays and CRs.
- More in-depth graphic organizer for CR if needed.
- Interactive U.S. geography review using internet sources
- Key terms, people and events review worksheets
- Textbook chapter and section reviews

Materials and Resources:

- "I Have a Dream"
- *The Rising* – Bruce Springsteen
- FDR's "First Inaugural Address"
- *An Enemy of the People* adapted by Arthur Miller
- Rhetorical Devices handouts and samples
- *Writing Coach 9*
- Rubrics – Socratic Seminar, Essay, CR, etc.
- Vocabulary workbooks and materials
- Social Studies Primary Text- *American History: Reconstruction to the Present*
- Civil War Overview-<https://www.battlefields.org/learn/maps/entire-civil-war-animated-map>
- Emancipation Proclamation
- Gettysburg Address
- Lincoln's Second Inaugural Address
- Presidential Reconstruction Plans- Lincoln and Johnson
- Thirteenth, Fourteenth, Fifteenth Amendments
- Reconstruction-The Second Civil War-PBS Video
- Immigration Timeline and Statistics
<http://teacher.scholastic.com/activities/immigration/tour/>
- Immigration Timeline-<https://www.libertyellisfoundation.org/ellis-island-history>

Curriculum Plan

Marking Period 2:

- **American Studies Focus:**
 - **Unit 2: Immigration and Migration**
 - **Unit 3: American Presidential History**
 - **Unit 4: The Struggle for Equality (continues into MP #3)**
- **English Focus: Poetry**
- **Combined Focus: Debates (Practical Application of Rhetorical Devices) and The Research Paper**

Standard(s):

PAC ELA Standards: CC.1.2.9-10.A-F, CC.1.2.9-10.H-L, CC.1.3.9-10.A-F, 1.3.9-10.H-K, 1.4.9-10.G-L (persuasive writing), 1.4.9-10.S-U (constructed-response and analytical writing), 1.4.9-10.V-X (research paper), 1.5.9-10.A-G

*In addition, Keystone Eligible Content standards are listed alongside the corresponding activities.

American Studies Standards:

PACS History and Social Studies: 8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

PACS: Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Big Ideas:

English:

Big Idea # 1:

- **Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.**

Essential Questions:

- **How does interaction with text provoke thinking and response?**
- **How can our knowledge and use of the research process promote lifelong learning?**
- **How does productive oral communication rely on speaking and listening?**

Concepts:

- **Essential content, literary elements and devices inform meaning.**

- Textual structure, features, and organization inform meaning.
- Acquiring and applying a robust vocabulary assists in constructing meaning.
- Informational sources have unique purposes.
- Active listening facilitates learning and communication.

Competencies:

- Identify and evaluate essential content within seminal documents and works of drama.
- Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions.
- Evaluate the effectiveness of the author's use of literary devices in historical documents and works of drama.
- Analyze and evaluate author's/authors' use of conflict, theme, and/ or point of view within and among texts.
- Develop new and unique insights based on extended understanding derived from critical examinations of text(s).
- Analyze the impact of societal and cultural influences in texts.
- Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations.
- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and / or reflecting on the speaker's message.

Big Idea #2 & #3:

- Writing is a way of documenting thinking.
- Purpose, topic, and audience guide types of writing.

Essential Questions:

- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?
- How does a writer create narrative, informational and persuasive pieces that respond to topic, purpose, and audience?
- What role does writing play in our lives?

Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality.
- Writing improves through the recursive process of revising and editing.

Competencies:

- Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language. (style)
- Develop topic-specific content that effectively and fully explains and supports the work by using details, facts, research, and/or examples. (content)
- Use precise vocabulary when developing writing.
- Use strong verbs and nouns, concrete details, and sensory language to make meaning clear to the reader.
- Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish) Revise writing by:
 - examining how the questions of purpose, audience, and genre have been addressed.
 - examining and improving style, word choice, sentence variety and subtlety of

meaning.

Big Idea #4:

- Writing is a recursive process that conveys ideas, thoughts, and feelings.

Essential Questions:

- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?

Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality.
- Writing improves through the recursive process of revising and editing.
- Informational writing describes, explains and/or summarizes ideas or content in a variety of genre.
- Persuasive writing attempts to influence the audience by presenting an issue and stating and supporting a position.

Competencies:

- Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience. (focus)
- Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language. (style)
- Use proper conventions to compose in the standard form of the English language. (conventions)
- Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus.
- Use precise vocabulary when developing writing

Big Idea #5: Listening provides the opportunity to learn, reflect, and respond. Essential Questions:

- How does productive oral communication rely on speaking and listening?

Concepts:

- Active listening facilitates learning and communication.

Competencies:

- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message.
- Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions.
- Listen with civility to the ideas of others.

Big Idea #6: Effective speaking and listening are essential for productive communication. Essential

Questions:

- How does productive oral communication rely on speaking and listening?

Concepts:

- Purpose, context and audience influence the content and delivery in speaking situation.

Competencies:

- **Interact effectively in discussions by:**
 - maintaining the focus of the discussion by contributing relevant content.
 - selecting and using appropriate language.
 - asking relevant and clarifying questions.
 - monitoring the response of participants and adjusting contributions accordingly.
 - employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation.
- **Deliver effective oral presentations by:**
 - establishing a clear and concise focus or thesis.
 - selecting and using appropriate structures, content and language to present ideas that support the thesis.
 - utilizing appropriate technology or media to reinforce the message.
 - employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation.
 - monitoring the response of the audience and adjusting delivery accordingly.

American Studies:

Big Idea #1: Historical context is needed to comprehend time and space.

Essential Questions:

- **Why is time and space important to the study of history?**

Concepts:

- **Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society.**
- **Historic literacy requires a focus on time and space, and an understanding of the historical contexts of events and actions.**

Competencies:

- **Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.**
- **Articulate the context of a historical event or action.**

Big Idea #2 Historical interpretation involves an analysis of cause and result. Essential

Questions:

- **Why is time and space important to the study of history?**
- **What role do multiple causations play in describing a historic event?**
- **What role does analysis have in historical construction?**

Concepts:

- **Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.**
- **Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.**
- **Historical causation involves motives, reasons, and consequences that result in events and**

actions. Some consequences may be impacted by forces of the irrational or the accidental.

- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies:

- Articulate the context of a historical event or action.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.
- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.

Big Idea #3 - Perspective helps to define the attributes of historical comprehension.

Essential Questions:

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies:

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.

Overview:

American Studies Overview: American Studies Overview: This marking period will focus primarily on the debate process and research paper process (see Combined Overview). Students will develop a timeline of American presidential history, with a focus on influential twentieth century American President. The timeline of American presidents will provide students with an introduction to their research paper topics. Following the completion of the debate project and research paper, students will begin a unit on the struggle for equality within American society from the Reconstruction period through modern American history. The unit will focus on the experience of African-Americans, Native Americans, Hispanic-Americans, and women their battles to achieve equal rights and opportunities in American society. This unit will continue into marking period #3.

English Overview: This marking period will focus primarily on the debate process and research paper process (see Combined Overview). In addition, students will continue to study vocabulary and grammar. Finally, a poetry unit will occur (continues into MP #3). Students will be introduced to poetic terminology, and they will apply that terminology to poems that connect thematically to the issues being studied in history class, The Struggle for Equality, and the novel being studied in MP #3, *To Kill a Mockingbird*.

Combined Overview: This marking period students will complete their study of the art of debate. This process will culminate with a multi-grade debate activity in which students will attempt to defend the positions they have researched. In addition, students will write a formal research paper, utilizing MLA format. The research paper topic – students must prove that a given president had a positive impact on the United States and the world at large -

Goals:

English:

- Through community service initiatives (in conjunction with Combo 10 and Combo 11), students will gain a deeper understanding of citizenship and the concept of being a “good neighbor.” **(Combined)**
- Students will be able to identify and correct errors leading to run-ons, fragments, and comma errors (will continue into next unit). Students will also be able to utilize correct subject/verb agreement and pronoun/antecedent agreement when writing sentences. (An introduction to pronoun usage will occur at the end of MP #2 or the beginning of MP #3).
- Students will be able to identify and evaluate rhetorical devices when reading nonfiction and use rhetorical devices when developing an argument. **(Combined)**
- Students will be able to utilize context clues and etymology to determine the meaning of unfamiliar words.
- Students will be able to utilize the reading strategy of talking to the text (annotating the text) to construct meaning from text. **(Combined)**

- Students will be able to identify, evaluate, and utilize poetic devices and terminology (e.g. figurative language: simile, metaphor, personification; oxymoron, rhyme scheme; repetition: alliteration, assonance, consonance; stanza; onomatopoeia; etc.)
- Students will be able to write a persuasive essay (for use in the debate process) and a constructed-response (continuing to improve over the course of the year). **(Combined)**
- Students will be able to utilize rhetorical devices when formulating and presenting an argument during a formal debate. **(Combined)**
- Students will write a properly constructed research paper using MLA format. **(Combined)**

American Studies:

- Students will identify the American presidents of the twentieth and twenty-first centuries and identify significant domestic and foreign events that occurred during their time in office.
- Students will analyze and evaluate reasons to support a claim why a selected American president was an influential leader.
- Students will determine the factors that influenced minority groups in their struggle for equality.
- Students will identify significant leaders of each minority groups' campaign for equal rights.
- Students examine the philosophies and strategies involved in the efforts to obtain rights.
- Students will evaluate the success of each minority group.
- Students will recognize continuing challenges facing each minority group in American society.

Objectives:

English:

Note: Many of these objectives apply to the combined projects and assignments throughout the marking period.

- Students will be able to deconstruct text, including nonfiction and poetry, in order to explain and analyze each and gain an understanding of rhetorical devices and poetic language. Through this process, students will identify and explain the central ideas as well as make connections to the time period and events being discussed. (DOK Levels 2, 3,4)
- Students will analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effective writing. (DOK Levels 1-4)
- Students will be able to explain and to analyze the structure of nonfictional works, poetry, and speeches, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. Students will focus on rhetorical devices, poetic device and terminology, and literary terminology. (DOK Levels

2, 3,4)

- Students will be able to recognize, explain, and evaluate how words and phrases, including figurative language and rhetoric, establish meaning in nonfiction, speeches and poems. In addition, students will demonstrate understanding of figurative language, poetic devices and terminology, rhetorical devices, word relationships, and nuances in word meanings. (DOK Levels 1-4)
- Students will be able to acquire and accurately use general academic and domain-specific words and phrases sufficient for reading and listening at the college and career readiness level. (DOK Levels 1-4)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners (including a Socratic seminar), building on other's ideas and expressing their own clearly and persuasively. (DOK Levels 1-4)
- Students will be able to come to discussions prepared, having read and researched material under study, explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (DOK Levels 1-3)
- Students will be able to cite strong and thorough textual evidence to support analysis of what the text says, as well as inferences drawn from the text. (DOK Levels 1-4)
- In a formal debate and an essay, students will be able to present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (DOK Levels 1-4)
- Students will be able to apply an understanding of grammatical rules as they pertain to run-ons, fragments, comma errors, subject/verb agreement and pronoun/antecedent agreement as they identify errors and correct them. (DOK Levels 1,2)
- Students will be able to construct essays and constructed-responses. (DOK Level 4)
- Students will be able to write a research paper and construct a presentation to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content in relation to historical and cultural events. (DOK Levels 1-4)

American Studies:

- Students will cite evidence of the political, economic, and social changes taking place in the South in the late nineteenth century. (DOK - Level Three)
- Students will assess federal and state legislation that led to loss of civil rights for African-Americans. (DOK – Level Three)
- Students will analyze the ideas of African-American leaders in addressing the loss of rights at the turn of the twentieth century. (DOK – Level Four)
- Students will identify the factors contributing to the Black Migration. (DOK – Level Two)
- Students will assess the contributions of significant figures and cultural aspects of the Harlem Renaissance. (DOK – Level Three)
- Students will differentiate the leaders, strategies and philosophies of various Civil

- Rights organizations in the mid-twentieth century. (DOK – Level Three)
- Students will analyze landmark Civil Rights legislation of the Modern Civil Rights Movement. (DOK – Level Four)
- Students will recognize the factors influencing the women’s rights movement of the nineteenth century. (DOK – Level One)
- Students will analyze the ideas of women’s rights leaders in their efforts to gain equality (DOK – Level Four)
- Students will identify leaders, organizations, and strategies in the women’s suffrage movement. (DOK – Level One)
- Students will identify leaders, organizations, and strategies in women’s equal rights movement of the mid-late 20th century. (DOK – Level One)
- Students will recognize the factors influencing the Native American civil rights movement of the nineteenth, twentieth and twenty-first centuries. (DOK – Level One)
- Students will identify leaders, organizations, and strategies in the Native American movement. (DOK – Level One)
- Students will analyze the ideas of Native American leaders in their efforts to address the political, economic, social, and cultural challenges of the twentieth and twenty-first centuries. (DOK – Level Four)

Core Activities and Corresponding Instructional Methods:

English:

- **Grammar Review – CC.1.4.9-10.T**
 - Using the “Find It, Fix It” Smartboard file (located in the department folder), their grammar books, Study Island, and grammar worksheets, students will review run-ons, fragments, and comma rules. Students will study subject/verb agreement and pronoun/antecedent agreement. Note: These skills will be applied in future writing activities, and students will be held accountable for them throughout the year in writing assignments and cumulative exams.
 - ATB questions and practice activities (see Power Point)
 - Study Island – independent practice (studyisland.com)
- **Vocabulary –**
 - Introduce the etymology-based vocabulary program that we will be utilizing this year. (Units 3-6 - *Greek and Latin Roots: A Study of Word Families, Level IX*).
 - Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases based on close reading, context, and content (L.F.1.2.3, L.F. 1.2.4, L.F.1.3.1., L.F.1.3.2, L.F.1.3.3, L.F.2.3.5, L.N.1.2).
 - Use content vocabulary in context to illustrate how meaning develops via author’s or speaker’s diction and tone (L.F.1.2.3, L.F.1.2.4, L.N.1.3.1, L.N.1.3.2, L.F.1.3.2, L.F.1.3.3, L.F.2.3.5, L.N.1.2).
- **Reading and Analysis –**

- Study Island – independent practice and remediation (Keystone Skills)
 - Students will be introduced to Talk to the Text/Annotating the Text (Reading Apprenticeship) – CC.1.3.9-10.A, B, D, F, G, H, I, J, K; CC.1.2.9-10.A, B, C, D, E, F, G, J, K, L; L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.2.2, L.F.2.2.3, L.F.2.3.1, L.F.2.3.2, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1, L.F.2.5.2, L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.2.1, L.N.1.2.3, L.N.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.1.2, L.N.2.2.2, L.N.2.2.3, L.N.2.3.4, L.N.2.3.5, L.N.2.4.2
 - Through T2T, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
 - Students will read and annotate Martin Luther King’s “I Have a Dream,” and Franklin D. Roosevelt’s “First Inaugural Address.” This will occur in MP #1, but the information will be utilized in MP #2.
 - Students will focus on the use of rhetorical devices in written and spoken language. Focus on the following rhetorical devices: parallelism, restatement, repetition, analogy, ethos, pathos, and logos.
 - Read and annotate critical reading packets: “Diana Golden: Go for Gold” and “PT Barnum.” Focus on main idea, author’s purpose, inferencing, etc.
 - Modelling and guided practice will occur throughout this unit.
- **Poetic Elements** – CC.1.3.9-10.F, L.F.2.5.1-2
 - Present students with a review of basic poetic elements (repetition: alliteration, consonance, and assonance; onomatopoeia; rhyme; symbol; stanza; figurative language: simile, metaphor, and personification; and imagery: visual and auditory) as they appear in poetry
 - Students will review poetic elements and definitions.
 - Students will put the definitions into their own words, create a mnemonic device, draw a picture, and create an example for each term if as needed. There will be a quiz to follow.
 - Students will read and discuss pages 606-609 in their literature books. (Elements of Poetry and Analyzing Poetic Language)
 - Students will annotate and analyze Collection 5 and Collection 6 (Pearson). Assessments will follow.
 - Students will expand this application of poetic terminology and poetic devices (end of MP #2 beginning of MP #3) as they explore poetry that deals with the struggle for equality as a precursor to reading *To Kill a Mockingbird*.
 - **Writing** –
 - **Constructed-Response** – CC.1.4.9-10.A-T, L.N.2.1.2

- After guided practice writing a CR for “I Have a Dream,” students will be given a prompt that focuses on rhetorical devices in FDR’s “First Inaugural Address.” Students will write a second CR with greater independence.
 - Students will be taught to analyze a prompt in order to identify key information. They will reword the prompt and identify and define any words they do not know.
 - Students will be taught to answer the questions, cite relevant evidence, and analyze how that evidence proves the given point). They will be taught to locate and utilize textual evidence in a CR. In addition, they will learn to explain and analyze, not simply restate, their quotes/evidence in order to prove their assertions.
 - Students will use a checklist to ensure that all necessary elements are present in their final draft. The final draft will be graded using a hybrid rubric that focuses on the components of ACE, but also assesses style, conventions, and organization.
- **Essay - CC.1.4.9-10.G-L**
 - Students will write a persuasive essay, which will serve as the basis for their debate argument.

American Studies:

- Construct a chart on federal and state legislation, along with Supreme Court decisions that led to the gradual loss of civil rights during the time period.
- Using online resources, read primary sources and provide examples of various Jim Crow Laws that brought about legalized social segregation.
- Read primary sources on Booker T. Washington, W.E.B. Dubois, and Marcus Garvey and compare and contrast their views on the loss of rights and what effort the African-American community should take to regain the rights.
- View the online exhibits The Great Migration: A Story in Paintings by Jacob Lawrence and examine push and pull factors and the experience of African Americans during the Black Migration.
- Explore Harlem Renaissance online reference to help students become familiar with significant figures and their contributions.
- Chart the early efforts to end segregation from the 1930s to the mid-1950s
- Using video clips and class discussions, identify significant events to achieve desegregation and political equality.
- Complete a timeline and identification list of significant leaders, organizations, and events involved in the African-American struggle for equality in the twentieth and twenty-first centuries.
- Complete a constructed response in which students analyze the changes that occurred during the 1960s in the goals, strategies, and support of the movement for African American civil rights.
- Complete a college admission simulation activity to introduce affirmative action

policies.

- Examine affirmative action and review corresponding Supreme Court decisions that will lead into a class discussion and guided questions on the topic.
- Create a graphic organizer that compares and contrasts the Declaration of Independence and Declaration of Sentiments.
- Using the Declaration of Sentiments students will create a list of rights denied to women in the mid-19th century, and the demands made by the early women's rights movement.
- Students will utilize sources to compare and contrast the ideas and philosophies of women's suffrage leaders and organizations.
- Read a provided overview of women's rights movement in the nineteenth and twentieth century and complete corresponding guided reading questions.
- Create a visual and written summary that details the impact and significance of influential women in American history.
- Complete a timeline and identification list of significant leaders, organizations, and events involved in the Native American struggle for equality in the twentieth and twenty-first centuries.
- Complete a timeline and identification list of significant leaders, organizations, and events involved in the Hispanic-American struggle for equality in the twentieth and twenty-first centuries.

Combined:

- **Community Service Projects (ongoing throughout the year)**
- **Essay** - CC.1.4.9-10.A, B, C, D, E, F, S, T; L.N.2.1.2
- **Research Paper** - CC.1.4.9-10.A-F, S, T, V, W, X; L.N.2.1.2
 - Introduction to the research paper and research
 - Database introduction (library)
 - Website validity lesson
 - Research records – Students will be taught how to organize, paraphrase, and cite the information necessary to write a solid research paper.
 - MLA format (Works Cited and in-text citations) – Direct instruction and practice with MLA format.
 - Paraphrasing practice – Present students with exemplars and have them practice paraphrasing. Then show them exemplar paraphrases of the paragraphs they paraphrased.
 - Outlining –
 - Students will be taught to outline, creating:
 - A solid thesis and introductory paragraph.
 - Topic sentences and transitions.
 - Strong details that are properly cited.
 - A conclusion that provides closure.
 - Drafting –

- Students will work on creating rough drafts.
- Conferencing, editing, revising, etc.
- Turnitin.com (**REQUIRED – Papers that are not submitted to turnitin.com OR are found to be plagiarized in any way will receive a zero and disciplinary action.**)
- Works Cited (**REQUIRED – Papers will not be accepted without properly constructed in-text citations AND a matching Works Cited page.**) – Use Owl at Purdue (<https://owl.english.purdue.edu/owl/resource/747/01/>) and teacher-created packets to teach and practice MLA.
- Publishing –
 - Write final draft (**must include a Works Cited page and in-text citations**) and submit it to turnitin.com. Papers must include these components and be submitted to turnitin.com or they will not receive credit.
- 4-6 pages, 12-point font (Times New Roman), 1” margins (MLA-formatted WC page is required but does not count as a page)
- MLA heading and header
- **Debates** – C.P.1.1.1-5, C.P.2.1.1-7, C.P.3.1.1-5
 - Conduct research.
 - Organize findings.
 - Annotate text.
 - Construct questions for discussion rounds. Make sure to include probable answers and follow-up questions.
 - Construct speeches and persuasive/argumentative essays.
 - Develop and support a thesis with evidence.
 - Provide closure for an argument.
 - Students will be taught to utilize rhetorical devices to present an effective argument. This will include appeals: logical, ethical, emotional (ethos, pathos, logos)
 - Conference with peers and teachers.
 - Participate in mock debates/practice debate in the classroom.
 - Receive feedback and make adjustments. Rework and revise. Publish formal documents.
 - Present in formal debate situation. (C.C.1.5.9-10.A-G)
 - Review formal speaking techniques (eye contact, inflection, pace, stage presence, etc.)

Assessments:

Diagnostic:

- Benchmarks will be administered according to district and department plan.
- KWL Chart
- Brainstorm Activity—Civil Rights figures and events
- Pre-Test on Civil Rights leaders and events

Formative:

- Vocabulary Quizzes (Units 4-6) and Graded Assignments
- Rough Drafts
- Research Paper Steps: Paraphrasing Practice, Outline, MLA Practice – Works Cited, Individual Paragraphs
- Discussion
- Prep Work for Debates
- Debate Rehearsals (speeches and questioning rounds)
- Grammar Quizzes and Graded Assignments
- Critical Reading Packets
- Student/Teacher Conferences
- Poetry Terms Quiz/Quizzes
- Collection 5 – Poetry Quiz
- Study Island
- Reaction writing to Jim Crow Laws
- Graded graphic organizers- Civil Rights leaders, and philosophies
- Compare and Contrast essay ideas of Booker T. Washington and W.E. B. DuBois
- Black Migration Webquest and review
- Quizzes on modern Civil Rights Movement identification lists

- **Summative:**
 - Persuasive Essay/Speech
 - Formal Debates – Questioning Rounds
 - Grammar Test – Cumulative MP #2
 - FDR CR (more independent) – may occur at very end of MP #2
 - Collection 6 – Poetry Assessment (end of unit)
 - Unit Test-The Struggle for Equality
 - Compare and Contrast Essay-The Struggle for Equality

Extensions:

- Create a presentation/podcast/news report synthesizing the main accomplishments of your president and analyzing the effects of his programs on future America (presenting data to support claims).

- Create a counter argument to your team’s position and attempt to debunk your own team’s claims/evidence.
- Analyze additional, more complex political speeches for their use of rhetorical devices
- Compare the beliefs and actions of Gandhi and Martin Luther King in leading their respective causes.
- Research and Report on an assassinated advocate of the Civil Rights Movement. Examples: Medgar Evers, Martin Luther King, Malcolm X, Robert Kennedy.

Correctives:

- Additional Study Island
- Additional worksheets and examples of poetic elements and literary devices
- Additional practice with T2T using more accessible pieces of fiction and nonfiction and less challenging poems to build skills
- Create timelines of the African-American, Women, Native American and Hispanic American Civil Rights Movement.
- Prepare and present individual reports on Civil Rights leaders and their beliefs and actions.

Materials and Resources:

- Studyisland.com, USATestprep.com
- Constructed-Response Hybrid Rubric
- Exemplar Samples
- Rubrics
- Debates Handouts and Rubrics
- Internet Access for research
- Research Packet, Research Records, Outline, Turnitin.com, Paraphrasing Worksheets
- Keystone Exams: Literature – Glossary to the Assessment Anchor and Eligible Content (SAS – pdesas.org)
- Primary Social Studies Text-*American History: Reconstruction to the Present*
- PBS DVD- The Rise and Fall of Jim Crow and companion website-pbs.org/jimcrow
- Jacob Lawrence-The Migration Series <http://lawrencemigration.phillipscollection.org/>
- Seneca Falls Convention and Declaration of Sentiments <http://ecssba.rutgers.edu/docs/seneca.html>
- PBS DVD-The West
- Landmark Supreme Court cases-<http://landmarkcases.org/en/landmark/home>
- PBS DVD-The Eyes on the Prize

Marking Period 3:

- **American Studies Focus:**
 - **Unit 4: The Struggle for Equality (continued from MP #2)**
 - **Unit 5: Life in the Industrial Age**
 - **Unit 6: The Development of the Modern American Economy**
- **English Focus:**
 - **Poetry as a Mirror for History**
 - **Fiction: Short Stories and the Novel**
- **Combined Focus:**
 - **The Struggle for Equality as Seen Through Nonfiction, Fiction, and Poetry**

Standard(s):

PAC ELA Standards: CC.1.2.9-10.A-F, CC.1.2.9-10.H-L, CC.1.3.9-10.A-F, CC.1.3.9-10.H-K, 1.4.9-10.A-F (informative writing), 1.4.9-10.S-U (constructed-response and analytical writing), 1.5.9-10.A-G

*In addition, Keystone Eligible Content standards are listed alongside the corresponding activities.

American Studies Standards:

PACS History and Social Studies: 8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.1.8.C, 8.1.12.C, 8.1.U.C 8.1.8.C, 8.1.12.C, 8.1.U.C, 8.1.8.C, 8.1.12.C, 8.1.U.C 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

PACS: Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11- 12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Big Ideas:

English:

Big Idea # 1:

- **Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.**

Essential Questions:

- **How does interaction with text provoke thinking and response?**
- **How can our knowledge and use of the research process promote lifelong learning?**
- **How does productive oral communication rely on speaking and listening?**

Concepts:

- Essential content, literary elements and devices inform meaning.
- Textual structure, features, and organization inform meaning.
- Acquiring and applying a robust vocabulary assists in constructing meaning.
- Informational sources have unique purposes.
- Active listening facilitates learning and communication.

Competencies:

- Identify and evaluate essential content within seminal documents and works of drama.
- Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions.
- Evaluate the effectiveness of the author's use of literary devices in historical documents and works of drama.
- Analyze and evaluate author's/authors' use of conflict, theme, and/ or point of view within and among texts.
- Develop new and unique insights based on extended understanding derived from critical examinations of text(s).
- Analyze the impact of societal and cultural influences in texts.
- Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations.
- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and / or reflecting on the speaker's message.

Big Idea #2 & #3:

- Writing is a way of documenting thinking.
- Purpose, topic, and audience guide types of writing.

Essential Questions:

- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?
- How does a writer create narrative, informational and persuasive pieces that respond to topic, purpose, and audience?
- What role does writing play in our lives?

Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality.
- Writing improves through the recursive process of revising and editing.

Competencies:

- Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language. (style)
- Develop topic-specific content that effectively and fully explains and supports the work by using details, facts, research, and/or examples. (content)
- Use precise vocabulary when developing writing.
- Use strong verbs and nouns, concrete details, and sensory language to make meaning clear to the reader.
- Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish) Revise writing by:

- examining how the questions of purpose, audience, and genre have been addressed.
- examining and improving style, word choice, sentence variety and subtlety of meaning.

Big Idea #4:

- Writing is a recursive process that conveys ideas, thoughts, and feelings.

Essential Questions:

- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?

Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality.
- Writing improves through the recursive process of revising and editing.
- Informational writing describes, explains and/or summarizes ideas or content in a variety of genre.
- Persuasive writing attempts to influence the audience by presenting an issue and stating and supporting a position.

Competencies:

- Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience. (focus)
- Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language. (style)
- Use proper conventions to compose in the standard form of the English language. (conventions)
- Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus.
- Use precise vocabulary when developing writing

Big Idea #5: Listening provides the opportunity to learn, reflect, and respond. Essential Questions:

- How does productive oral communication rely on speaking and listening?

Concepts:

- Active listening facilitates learning and communication.

Competencies:

- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message.
- Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions.
- Listen with civility to the ideas of others.

Big Idea #6: Effective speaking and listening are essential for productive communication. Essential

Questions:

- How does productive oral communication rely on speaking and listening?

Concepts:

- Purpose, context and audience influence the content and delivery in speaking situation.

Competencies:

- Interact effectively in discussions by:
 - maintaining the focus of the discussion by contributing relevant content.
 - selecting and using appropriate language.
 - asking relevant and clarifying questions.
 - monitoring the response of participants and adjusting contributions accordingly.
 - employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation.
- Deliver effective oral presentations by:
 - establishing a clear and concise focus or thesis.
 - selecting and using appropriate structures, content and language to present ideas that support the thesis.
 - utilizing appropriate technology or media to reinforce the message.
 - employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation.
 - monitoring the response of the audience and adjusting delivery accordingly.

American Studies:

Big Idea #1: Historical context is needed to comprehend time and space.

Essential Questions:

- Why is time and space important to the study of history?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society.
- Historic literacy requires a focus on time and space, and an understanding of the historical contexts of events and actions.

Competencies:

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.

Big Idea #2 Historical interpretation involves an analysis of cause and result. Essential

Questions:

- Why is time and space important to the study of history?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts:

- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.
- Historical comprehension involves evidence-based discussion and explanation, an analysis of

sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.

- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies:

- Articulate the context of a historical event or action.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.
- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.

Big Idea #3 - Perspective helps to define the attributes of historical comprehension.

Essential Questions:

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies:

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.

Overview:

American Studies Overview: American Studies Overview: The marking period will begin with students completing a content unit on the struggle for equality in American society. The next content unit will center on the characteristics of the Industrial Age covering the growth of industrial production through the Roaring Twenties; along with the rise of industrialists and labor unions, and the progression of government regulation of the economy. An additional content unit will center on the contributing factors and characteristics of the Great Depression, coverage of the New Deal measures and the impact of World War II on economic life. Finally, the focus will shift to the changing role of the government and significant events of economic life in the post-World War II era. (This last topic will continue into marking period #4.)

English Overview: The written word is a reflection of and reaction to historical events. This unit will focus on the connection between the written word (poetry, nonfiction, and fiction) and the events that shaped writing at that time. In addition, grammar and vocabulary will continue to be addressed.

Combined Overview: This unit will focus on basic human rights, following America through the turbulence of the Great Depression, the Civil Rights Movement, and the Women's Suffrage Movement. Through fiction, nonfiction, and poetry, students will explore and gain a greater understanding of the struggle for equality.

Goals:

English:

- Through community service initiatives (in conjunction with Combo 10 and Combo 11), students will gain a deeper understanding of citizenship and the concept of being a "good neighbor." **(Combined)**
- Students will be able to utilize Latin and Greek roots, prefixes and suffixes to decipher unfamiliar words both in and out of context.
- Students will be able to identify and correct errors leading to run-ons, fragments, and comma errors. Students will also be able to utilize correct subject/verb agreement and pronoun/antecedent agreement when writing sentences. Students will also utilize correct pronouns and punctuation, and they will be able to identify commonly confused words and utilize the correct word for a given situation.
- Students will be able to define and utilize basic poetic elements and literary terminology.
- Students will be able to utilize the reading strategy of talking to the text (annotating the text) to construct meaning from text.
- Students will be able to connect the nonfiction, fiction and poetry discussed in this unit to the time period and theme (The Struggle for Equality). **(Combined)**
- Students will be able to write effective constructed-responses.
- Students will be able to create an effective project/presentation. **(Combined)**

American Studies:

- Students will determine the factors that influenced minority groups in their struggle for equality.
- Students will identify significant leaders of each minority groups' campaign for equal rights.
- Students examine the philosophies and strategies involved in the efforts to obtain rights.
- Students will evaluate the success of each minority group.
- Students will recognize continuing challenges facing each minority group in American society.
- Students will differentiate the ideas of capitalism, socialism, and communism.
- Students will identify important people, innovations, and inventions of the Industrial Age.
- Student will be able to discuss the changes to urban and rural society in the era.
- Students will assess the contribution leading industrialists of the era.
- Students will identify organized labor groups and evaluate the success of the labor movement at the turn of the century.
- Students will summarize federal and state reforms to regulate business and improve society.
- Students will recognize the changing role of the federal government in the economy during the Industrial Age.
- Students will be able to evaluate reasons for the economic prosperity of the 1920s.
- Students will be able to describe the cultural and social happenings of the 1920s.
- Students will be able to understand the differing philosophies on the role of government during economic crisis.
- Students will describe the experiences of life during the Great Depression.
- Students will identify important people, innovations, and events that impacted the economy since the Great Depression.
- Students will be able to demonstrate knowledge of the impact of landmark executive action, congressional legislation, and judicial decisions on political and economic life.
- Students will recognize the changing role of the federal government in the economy.
- Students will recognize continuing challenges facing the American economy

Objectives:

English:

- Students will be able to deconstruct text, including nonfiction, fiction and poetry, in order to explain and analyze each and the relationship between those works. Through this process, students will identify and explain the central ideas as well as make connections to the time period and events being discussed. (DOK Levels 2-4)
- Students will analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effective writing. (DOK Levels 1-4)
- Students will be able to explain and to analyze the structure of fictional and nonfictional works and poems, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. (DOK Levels 2-4)
- Students will be able to recognize, explain, and evaluate how words and phrases, including figurative language and poetic devices, establish meaning in nonfiction,

speeches and poems. In addition, students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (DOK Levels 1-4)

- Students will be able to acquire and accurately use general academic and domain-specific words and phrases sufficient for reading and listening at the college and career readiness level. (DOK Levels 1-4)
- Students will be able to demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (DOK Levels 1-4)
- Students will be able to employ strategies such as context clues and knowledge of common affixes and roots in order to acquire and use academic and content vocabulary. (DOK Levels 1,2)
- Students will be able to determine the meaning of words or phrases as they are used in the text, including figurative and connotative meanings. (DOK Levels 1-4)
- Students will be able to analyze the cumulative impact of specific word choices on meaning. (DOK Levels 1-3)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own clearly and persuasively. (DOK Levels 1-4)
- Students will be able to come to discussions prepared, having read and researched material under study, explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (DOK Levels 1-3)
- Students will be able to read and comprehend complex text and cite strong and thorough textual evidence to support analysis of what the text says, as well as inferences drawn from the text. (DOK Levels 1-4)
- Students will be able to demonstrate command of the conventions of standard English language grammar and usage when writing and/or speaking. (DOK Levels 1-4)
- Students will be able to apply an understanding of grammatical rules as they pertain to run-ons, fragments, comma errors, subject/verb agreement and pronoun/antecedent agreement, pronoun usage, punctuation, and commonly confused words as they identify errors and correct them. (DOK Levels 1,2)
- Students will be able to construct essays, constructed-responses, and original works of poetry. (DOK Level 4)
- Students will be able to present information, findings, and supporting evidence clearly, concisely, and logically such that listeners/readers can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (DOK Levels 1-4)

American Studies:

- Students will differentiate the ideas of capitalism, socialism, and communism. (DOK – Level Three)
- Students will investigate important inventions, and innovations and their impact on society during the time period. (DOK – Level Three)
- Students will be able to assess the achievements of influential people and the roles they played in the era. (DOK – Level Three)
- Students will examine the corruption in politics and business during the Industrial Age (DOK – Level Two)
- Students will prove the efforts of the federal government to control big business are met with mixed results in the time period. (DOK – Level Four)
- Students will compare and contrast the philosophies and tactics of labor unions that developed in the time period.
- Students will recognize the changing role of the federal government in the economy during the Industrial Age. (DOK – Level One)
- Students will cite evidence of the economic boom and cultural transformation of the 1920s. (DOK – Level Three)
- Students will investigate the causes of the stock market crash and the subsequent Great Depression. (DOK – Level Three)
- Students will describe how the Great Depression impacted life in the 1930s. (DOK – Level Two)
- Students will identify federal efforts to contend with the Great Depression. (DOK – Level One)
- Students will provide contrasting arguments on the effectiveness of the federal government in alleviating the effects of the. (DOK – Level Three)
- Students will recognize the changing role of the federal government in the economy during the Great Depression. (DOK – Level One)
- Students will describe the impact of World War II on the American economy. (DOK – Level Two)
- Students will analyze the economic developments in the post-war era (DOK – Level Four)
- Students will evaluate the effectiveness of presidential economic programs in the post-World War II era. (DOK – Level Four)
- Students will investigate continuing challenges facing the American economy. (DOK – Level Three)

Core Activities and Corresponding Instructional Methods:

English:

- **Grammar Review – CC.1.4.9-10.T**
 - Using the “Writing Coach” Smartboard file (located in the department folder), their grammar books, Study Island, and grammar worksheets, students will continue to review run-ons, fragments, and comma rules and subject/verb agreement, and pronoun/antecedent agreement. Usage, punctuation, and commonly confused words will be the focus of this marking period and will

carry over into MP #4. Note: These skills will be applied in future writing activities, and students will be held accountable for them throughout this year.

- ATB questions and practice activities (see PowerPoint)
- Study Island – independent practice (studyisland.com)
- **Vocabulary –**
 - Introduce the etymology-based vocabulary program that we will be utilizing this year. (Units 7-9 - *Greek and Latin Roots: A Study of Word Families, Level IX*).
 - Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases based on close reading, context, and content (L.F.1.2.3, L.F. 1.2.4, L.F.1.3.1., L.F.1.3.2, L.F.1.3.3, L.F.2.3.5, L.N.1.2).
 - Use content vocabulary in context to illustrate how meaning develops via author's or speaker's diction and tone (L.F.1.2.3, L.F.1.2.4, L.N.1.3.1, L.N.1.3.2, L.F.1.3.2, L.F.1.3.3, L.F.2.3.5, L.N.1.2).
- **Reading and Analysis (Fiction, Nonfiction, and Poetry) –**
 - Study Island – independent practice and remediation (Keystone Skills)
 - Students will continue with Talk to the Text/Annotating the Text (Reading Apprenticeship) – CC.1.3.9-10.A, B, D, F, G, H, I, J, K; CC.1.2.9-10.A, B, C, D, E, F, G, J, K, L; L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.2.2, L.F.2.2.3, L.F.2.3.1, L.F.2.3.2, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1, L.F.2.5.2, L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.2.1, L.N.1.2.3, L.N.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.1.2, L.N.2.2.2, L.N.2.2.3, L.N.2.3.4, L.N.2.3.5, L.N.2.4.2
 - Read *To Kill a Mockingbird*. Complete critical thinking packets, discussion, etc.
 - Through T2T, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
 - Students will read and annotate various works of fiction, nonfiction, poetry and speeches. (*To Kill a Mockingbird*, Critical Reading Packets: "Tuskegee Experiment" and "Little Rock 9," Twain's essay on Civil Rights, "Ballad of Birmingham," Billy Holiday's "Strange Fruit," article on Emmett Till, Langston Hughes' "Dream Deferred" and "Dreams," and "We Wear the Mask" and "I, Too, Sing America," in addition to various quotes and amendments related to Civil Rights, and the short stories "Harrison Bergeron" and "American History").
 - Poetry - Write an "I Am" poem from the perspective of a character in the book.
 - Create and answer Level 2 and Level 3 questions.

- Socratic Seminar
 - Read and annotate “Tuskegee Experiment” and “Little Rock 9.” Focus on main idea, author’s purpose, inferencing, etc.
 - Analyze the poetry listed above. Review poetic devices from the poetry unit in MP #2. (See poetic devices from MP #2.)
 - Analyze the fiction listed above and apply literary terminology. Focus on characterization (indirect and direct, round and flat, static and dynamic), conflict (internal and external), setting, tone, mood, theme, epiphany, resolution, point of view, foreshadowing, and flashback. Annotate the texts focusing on these terms.
 - Modelling and guided practice will occur throughout this unit.
- **Writing – Constructed-Response** – CC.1.4.9-10.A, B, C, D, E,F, S, T; L.N.2.1.2
 - Students will be given two prompts related to the novel *To Kill a Mockingbird* (a mini prompt – focus on the impact of setting – for section one and a full prompt - focus on irony in relation to the quote: “The courts are the great levelers...”
 - Students will be taught to analyze a prompt in order to identify key information. They will reword the prompt and identify and define any words they do not know.
 - Students will continue to work on fully analyzing textual evidence to prove a point clearly defined in the answer portion of the CR.
- **Essay** - CC.1.4.9-10.A, B, C, D, E,F, S, T; L.N.2.1.2
 - Students will review the five paragraph model for essay writing.
 - Students will work through the process of writing a five paragraph essay.
 - Students will write an essay on Jem’s maturation process and coming of age in *To Kill a Mockingbird*.

American Studies:

- In class discussions define terms, identify characteristics of, and distinguish differences between the economic philosophies of capitalism, socialism, and communism.
- Create a chart identifying the industrialists of the time period and provide characteristics of robber barons and pioneers of industry.
- Read assigned textbook selections on the effects of industrialization on the working class and the rise of labor union movement.
- Read excerpts from *The Jungle* and explore the industrial working conditions in the late nineteenth and early twentieth century.
- Create a graphic organizer on labor unions that identify the leaders, members, platforms, and issues.
- Jigsaw activity summarizing specific labor strikes (causes, public and government reactions, outcomes)
- In a class discussion, identify Progressive leaders and reforms designed to regulate big business, protect the workers, consumers, urban areas, and the environment.
- In a graphic organizer, students will demonstrate, with examples, the changing role of federal government in the economy during the industrial Age.

- Participate in a Stock Market simulation activity to become familiar with the economic boom and subsequent crash of the 1920s economy.
- Read assigned textbook selections of life in the 1920s, and discuss the economic and cultural characteristics of the decade and the contributing causes of the stock market crash of 1929.
- Read textbook selections and discuss the causes of the Great Depression.
- View selected clips from *The Century: America's Time—Stormy Weather* and complete assigned questions on key events, figures, and the social experiences of the Great Depression.
- Read textbook selections and complete guided reading assignment on the social aspects of the Great Depression.
- View excerpts from the film *Cinderella Man* and complete informative essay on how the film is representative of the experiences of the “common man” during the Great Depression.
- Complete two column chart comparing and contrasting differing opinions of Hoover and FDR on the role of the federal government in addressing the Great Depression.
- In a series of class discussions identify specific New Deal programs.
- Complete a two-column chart that analyzes the support for and opposition to the New Deal.
- View selected video clips from PBS biography of FDR.
- Discuss the legacy of the New Deal and complete a visual and written summary of various New Deal era programs and initiatives.
- In a graphic organizer students will demonstrate the changing role of the federal government in the economy during World War II and cite evidence to show the impact of the war on economic recovery.
- Complete guided reading assignment examining presidential economic agendas after the New Deal and examples of New Deal influence in the different programs.
- In a graphic organizer, analyze the significance of key Great Society legislation.
- In class discussions, probe the economic troubles of the 1970s—including the energy crisis, inflation, the decline of American industrial dominance, stagflation, etc.
- View selected clips and complete assigned questions to *The Century: America's Time' Starting Over*, discussing economic, political, and social events of the late 1970s that led to the rise of the Conservative Revolution.
- Discuss the Reagan Revolution and “Reaganomics” and complete guided reading assignment-analyzing conservative economic philosophy, and comparing and contrasting Keynesian economic theory and supply-side economic theory.
- Complete two column chart that depicts the success and failure of “Reaganomics.”
- Construct an essay comparing and contrasting the economic strategies of FDR and Ronald Reagan.
- Complete guided reading assignment in financial crisis and Great Recession of 2008-2009.
- Read and examine the 2009 American Recovery and Reinvestment Act—including goals of the Act and the influence of FDR and the New Deal.
- Using various resources, students will examine current issues facing the American economy including tariffs and trade agreements.
- Complete a constructed response on the positive and negative effects of free trade and increased tariff policies on the American economy.

Combined:

- **Community Service Projects (slotted to begin in MP #1 and go on throughout the year)**
- **The Struggle for Equality (begins in MP #2 and carries into MP #3)**
 - Students will utilize their understanding of humans and their struggles for rights and equality in relationship to literature, nonfiction, and poetry. Students will focus on how the world influences the themes, structure, etc. of the written word.
 - Civil rights poetry and *To Kill a Mockingbird's* epic portrayal of man's inhumanity to man, as seen through the Tom Robinson trial, will help illuminate student understanding of the effects of dehumanization, prejudice, and injustice.
- **Supplemental** – If time permits, students will do an additional CR (students are doing two CRs on *Mockingbird*) relating to *Cinderella Man*.

Assessments:

Diagnostic:

- Benchmarks will be administered according to district and department plan.
- Discussion of prior knowledge
- Brainstorm Activities on economic systems and issues
- Pre-Test on economic history

Formative:

- T2T discussions and share sessions
- Mini-CR – Setting
- CR - Irony
- Quizzes/Tests/Graded Assignments – *To Kill a Mockingbird* (tests 1 & 2), Poems, etc.
- Vocabulary Quizzes and Grammar Quizzes
- Guided Reading Activities
- Graphic Organizers
- Video Worksheets
- Stock Market Simulation

Summative:

- Coming of Age Essay
- Socratic Seminar #2
- "I Am" Original Poem
- *To Kill a Mockingbird* Final Test
- Combined Project – The Struggle for Equality

- Cumulative Grammar Exam #3
- Unit Test-The Industrial Age
- Unit Test-The Great Depression and New Deal
- Unit Test-The Modern American Economy
- Unit-Essay-Analyze the success and failure of the New Deal
- Unit essay- Compare and contrast the economic strategies of FDR and Ronald Reagan

Extensions:

- Create a work of fiction about Women's Suffrage, Civil Rights, or the Great Depression that incorporates figurative language.
- Create podcast. Go back in time and create a podcast using the persona of a person who changed our world.
- Compare the beliefs and actions of Gandhi and Martin Luther King in leading their respective causes.
- Research and Report on an assassinated advocate of the Civil Rights Movement. Examples: Medgar Evers, Martin Luther King, Malcolm X, Robert Kennedy.
- Research and report on the similarities of the 1920s and the 1980s.
- A student can investigate an important issue and report on the issue/problem as a muckraker of the late nineteenth and early twentieth century.
- Research and report on the New Deal programs that were brought to the Tri- state area.

Corrections:

- Additional Study Island
- Additional worksheets and examples of poetic elements and literary devices
- Additional practice with T2T using more accessible pieces of fiction and nonfiction and less challenging poems to build skills
- Create a timeline of the Civil Rights Movement.
- Prepare and present individual reports on Civil Rights leaders and their beliefs and actions.
- Textbook chapter and section reviews
- Create a collage that summarizes the characteristics of life during the Industrial Age.
- Timeline and create a cause effect chart of the legislation of the New Deal.
- Research and report on an individual from the unit.

Materials and Resources:

- *To Kill a Mockingbird* – novel and movie
- *The Jungle*
- Poetry – Civil Rights Poetry
- Rubrics
- Primary Social Studies Text-*American History: Reconstruction to the Present*
- *The Century: America's Time*
- PBS DVD-*The American Experience-The Presidents*

- PBS DVD-*The Roosevelts*
- American Rhetoric-Online Speech Bank
- FDR Presidential Library and Museum Website- <https://fdrlibrary.org/>
- The Great Society-video summary
- Supplemental textbooks-The American Pageant and American Anthem

Marking Period 4:

- **American Studies Focus:**
 - **Unit 7: Origins of American Foreign Policy**
 - **Unit 8: US Involvement in WWI & WWII**
 - **Unit 9: United States as a World Leader**
- **English Focus:**
 - **Poetry as a Mirror for History**
 - **Fiction: Short Stories and the Novel**
 - **Drama (revisited from MP #1)**
- **Combined Focus:**
 - **The World and Its People: Then & Now**

Standard(s):

PAC ELA Standards: CC.1.2.9-10.A-F, CC.1.2.9-10.H-L, CC.1.3.9-10.A-F, CC.1.3.9-10.H-K, 1.4.9-10.A-F (informative writing), 1.4.9-10.S-U (constructed-response and analytical writing), 1.5.9-10.A-G

*In addition, Keystone Eligible Content standards are listed alongside the corresponding activities.

American Studies Standards:

PACS History and Social Studies: 8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.1.8.C, 8.1.12.C, 8.1.U.C 8.1.8.C, 8.1.12.C, 8.1.U.C, 8.1.8.C, 8.1.12.C, 8.1.U.C 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

PACS: Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11- 12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Big Ideas:

English:

Big Idea # 1:

- **Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.**

Essential Questions:

- How does interaction with text provoke thinking and response?
- How can our knowledge and use of the research process promote lifelong learning?
- How does productive oral communication rely on speaking and listening?

Concepts:

- Essential content, literary elements and devices inform meaning.
- Textual structure, features, and organization inform meaning.
- Acquiring and applying a robust vocabulary assists in constructing meaning.
- Informational sources have unique purposes.
- Active listening facilitates learning and communication.

Competencies:

- Identify and evaluate essential content within seminal documents and works of drama.
- Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions.
- Evaluate the effectiveness of the author's use of literary devices in historical documents and works of drama.
- Analyze and evaluate author's/authors' use of conflict, theme, and/ or point of view within and among texts.
- Develop new and unique insights based on extended understanding derived from critical examinations of text(s).
- Analyze the impact of societal and cultural influences in texts.
- Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations.
- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and / or reflecting on the speaker's message.

Big Idea #2 & #3:

- Writing is a way of documenting thinking.
- Purpose, topic, and audience guide types of writing.

Essential Questions:

- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?
- How does a writer create narrative, informational and persuasive pieces that respond to topic, purpose, and audience?
- What role does writing play in our lives?

Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality.
- Writing improves through the recursive process of revising and editing.

Competencies:

- Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language. (style)
- Develop topic-specific content that effectively and fully explains and supports the work by using details, facts, research, and/or examples. (content)
- Use precise vocabulary when developing writing.
- Use strong verbs and nouns, concrete details, and sensory language to make meaning clear to

the reader.

- Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish) Revise writing by:
 - examining how the questions of purpose, audience, and genre have been addressed.
 - examining and improving style, word choice, sentence variety and subtlety of meaning.

Big Idea #4:

- Writing is a recursive process that conveys ideas, thoughts, and feelings.

Essential Questions:

- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?

Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality.
- Writing improves through the recursive process of revising and editing.
- Informational writing describes, explains and/or summarizes ideas or content in a variety of genre.
- Persuasive writing attempts to influence the audience by presenting an issue and stating and supporting a position.

Competencies:

- Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience. (focus)
- Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language. (style)
- Use proper conventions to compose in the standard form of the English language. (conventions)
- Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus.
- Use precise vocabulary when developing writing

Big Idea #5: Listening provides the opportunity to learn, reflect, and respond. Essential Questions:

- How does productive oral communication rely on speaking and listening?

Concepts:

- Active listening facilitates learning and communication.

Competencies:

- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message.
- Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions.
- Listen with civility to the ideas of others.

Big Idea #6: Effective speaking and listening are essential for productive communication. Essential

Questions:

- How does productive oral communication rely on speaking and listening?

Concepts:

- Purpose, context and audience influence the content and delivery in speaking situation.

Competencies:

- Interact effectively in discussions by:
 - maintaining the focus of the discussion by contributing relevant content.
 - selecting and using appropriate language.
 - asking relevant and clarifying questions.
 - monitoring the response of participants and adjusting contributions accordingly.
 - employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation.
- Deliver effective oral presentations by:
 - establishing a clear and concise focus or thesis.
 - selecting and using appropriate structures, content and language to present ideas that support the thesis.
 - utilizing appropriate technology or media to reinforce the message.
 - employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation.
 - monitoring the response of the audience and adjusting delivery accordingly.

American Studies:

Big Idea #1: Historical context is needed to comprehend time and space.

Essential Questions:

- Why is time and space important to the study of history?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society.
- Historic literacy requires a focus on time and space, and an understanding of the historical contexts of events and actions.

Competencies:

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.

Big Idea #2 Historical interpretation involves an analysis of cause and result. Essential

Questions:

- Why is time and space important to the study of history?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts:

- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.
- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies:

- Articulate the context of a historical event or action.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.
- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.

Big Idea #3 - Perspective helps to define the attributes of historical comprehension.

Essential Questions:

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies:

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.

Overview:

American Studies Overview: The marking period will begin with students completing a content unit on the modern American economy that was started in marking period #3. The course will shift from a focus on domestic policy to an introduction to the origins of American foreign policy and explore the shift from isolationism to imperialism in the late 1800s and early 1900s. In the first content unit on foreign policy, students will examine the significant events involved in the nation's shift from an isolationist to an expansionist philosophy in the nineteenth century, and the transformation of the United States into an imperialist power. The second unit will allow students to analyze the causes of the World War I and World War II, the factors influencing America's decision to enter the wars, and the nation's experience in the wars. Students will also identify the effects of the war on the nations involved and contrast differing views of America's role following each war. The third content unit will focus on the emergence of the United States as a World Power. Students will examine the changing society of the post-World War II era, and analyze the role of the United States in world affairs. Topics covered in this unit include the various events and policies of the Cold War, the role of the United States in the Middle East, and current issues facing American foreign policy.

English Overview:

Combined Overview:

Goals:

English:

- Through community service initiatives (in conjunction with Combo 10 and Combo 11), students will gain a deeper understanding of citizenship and the concept of being a "good neighbor." **(Combined)**
- Students will be able to utilize Latin and Greek roots, prefixes and suffixes to decipher unfamiliar words both in and out of context.
- Students will be able to define and utilize basic poetic elements and literary terminology.
- Students will be able to utilize the reading strategy of talking to the text (annotating the text) to construct meaning from text.
- Students will be able to write effective constructed-responses and essays.
- Students will be able to synthesize information (information will change each year based on historical components – grades 9-11) and present their findings in a logical and coherent manner. **(Combined)**
- Students will be able to identify and correct errors leading to run-ons, fragments, and comma errors. Students will also be able to utilize correct subject/verb agreement and pronoun/antecedent agreement when writing sentences. Students will also utilize correct pronouns and punctuation, and they will be able to identify commonly confused words and utilize the correct word for a given situation (This carries over from MP #3). Finally, students will be able to determine errors in sentences (SAT

style) and utilize correct grammar when writing.

American Studies:

- Students will comprehend the shifts in American foreign policy within the time period.
- Students will identify the important people and ideas that influenced foreign policy.
- Students will recognize the factors leading to the Spanish-American War.
- Student will determine the impact of the Spanish-American War on American foreign policy.
- Students will compare and contrast Presidential foreign policies in the early 1900s.
- Students will identify the factors led to the outbreak of World War I.
- Students will investigate how and why the United States become involved in World War I
- Students will identify the influential people of World War I.
- Students will assess the impact of American involvement on the outcome of World War I
- Students will analyze the effects of the war on the nations involved.
- Students will apprise the opinions on America's role in the post-WWI world.
- Students will identify the factors led to the outbreak of World War II.
- Students will investigate how and why the United States become involved in World War
- Students will identify the influential people of World War II.
- Students will assess the impact of American involvement on the outcome of World War II.
- Students will analyze the effects of the war on the nations involved.
- Students will recognize how the United States demonstrated its leadership at the end of World War II.
- Students will identify various changes in American foreign policy in the post-World War II era.
- Students will recognize influential people and events that established America's role as a world leader.
- Students will summarize the principles that influenced American foreign policy in the time period.
- Students will compare and assess the different presidential foreign policies in post- World War II era.
- Students will research current issues relating to foreign policy and identify varying positions.

Objectives:

English:

- Students will be able to deconstruct text, including nonfiction, fiction and poetry, in order to explain and analyze each and the relationship between those works. Through this process, students will identify and explain the central ideas as well as make connections to the time period and events being discussed. (DOK Levels 2, 3,4)
- Students will analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effective writing. (DOK Levels 1-4)

- Students will be able to explain and to analyze the structure of fictional and nonfictional works, and poems, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. (DOK Levels 2, 3,4)
- Students will be able to acquire and accurately use general academic and domain-specific words and phrases sufficient for reading and listening at the college and career readiness level. (DOK Levels 1-4)
- Students will be able to demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (DOK Levels 1-4)
- Students will be able to employ strategies such as context clues and knowledge of common affixes and roots in order to acquire and use academic and content vocabulary. (DOK Levels 1,2)
- Students will be able to determine the meaning of words or phrases as they are used in the text, including figurative and connotative meanings. (DOK Levels 1-4)
- Students will be able to analyze the cumulative impact of specific word choices on meaning. (DOK Levels 1-3)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own clearly and persuasively. (DOK Levels 1-4)
- Students will be able to come to discussions prepared, having read and researched material under study, explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (DOK Levels 1-3)
- Students will be able to cite strong and thorough textual evidence to support analysis of what the text says, as well as inferences drawn from the text. (DOK Levels 1-4)
- Students will be able to present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (DOK Levels 1-4)
- Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (DOK Levels 1-4)
- Students will be able to recognize, explain, and evaluate how words and phrases, including figurative language, establish meaning in nonfiction, speeches and poems. (DOK Levels 1-4)
- Students will be able to apply an understanding of grammatical rules as they pertain to run-ons, fragments, comma errors, subject/verb agreement and pronoun/antecedent agreement, pronoun usage, punctuation, and commonly confused words as they identify errors and correct them. (DOK Levels 1,2)
- Students will be able to construct essays and constructed-responses. (DOK Level 4)

American Studies:

- Students will trace the development of American foreign policy from Isolationism to Expansionism, to imperialism in the late nineteenth and early twentieth centuries. (DOK – Level Two)
- Students will distinguish the reasons for expansion and territorial acquisitions in the late nineteenth century. (DOK – Level Two)
- Students will critique the shifts to Imperialism by the United States and assess arguments for and against this occurrence. ((DOK – Level Three)
- Students will identify the new possessions of the United States at the start of the twentieth century. (DOK – Level One)
- Students will compare and contrast Presidential foreign policies early 1900s. (DOK – Level Two)
- Students will classify factors that led to the outbreak of WWI in Europe in 1914 - including nationalism, militarism, imperialism, and the alliance system. (DOK – Level Two)
- Students will identify the spark that ignited WWI in Europe- the assassination of Archduke Ferdinand in 1914 (DOK – Level One)
- Students will describe the attitudes of Americans as Europe engaged in war. (DOK – Level Two)
- Students will apprise and defend the factors that shifted America’s policy from neutrality to involvement in WWI. (DOK – Level Three)
- Students will identify and explain the significance of key figures, battles, and technological advances and assess their impact on WWI. (DOK – Level One, Two, Three)
- Students will identify the mobilization of American military forces and recall the transformation of the economy in preparing the home front for war. (DOK – Level One)
- Students will analyze the impact of the United States on the outcome of WWI. (DOK – Level Four)
- Students will analyze and evaluate the debate at the Paris Peace Conference and the resulting Treaty of Versailles which formally ended the war. (DOK – Level Four)
- Students will classify the factors that shaped America’s foreign policy between WWI and WWII. (DOK – Level Two)
- Students will examine the rise of totalitarian governments in Europe in the period between WWI and WWII-including, Stalin, Mussolini, and Hitler. (DOK – Level Two)
- Students will construct a series of events that led to the outbreak of WWII in Asia (1937) and Europe (1939) (DOK – Level Three)
- Students will classify the factors that helped shape the America’s neutrality at the outbreak of WWII. (DOK – Level Two)
- Students will apprise and defend the factors that shifted America’s policy from neutrality to involvement in WWII (DOK – Level Three)
- Students will identify and explain the significance of key figures, battles, and technological advances and assess their impact on WWII. (DOK – Level One, Two, Three)
- Students will identify the mobilization of American military forces and recall the transformation of the economy in preparing the home front for war. (DOK – Level One)
- Students will analyze the impact of WWII on American society—including changing roles of women, internment of Japanese-Americans, challenges faced by other minorities. (DOK – Level Four)
- Students will analyze the impact of the United States on the outcome of WWII. (DOK – Level Four)

- Students will critique the decisions of the United States on ending WWII. (DOK – Level Three, Four)
- Students will trace the development of American foreign policy in the post-World War II era. (DOK – Level Two)
- Students will distinguish the people and events that established America’s role as a world leader. (DOK – Level Two)
- Students will apprise the principles that influenced American foreign policy. (DOK – Level Three)
- Students will critique the different presidential foreign policies and assess the effectiveness of the enacted policies. (DOK – Level Three)

Core Activities and Corresponding Instructional Methods:

English:

- **Grammar Review – CC.1.4.9-10.T**
 - Using the “Writing Coach” Smartboard file (located in the department folder), their grammar books, Study Island, and grammar worksheets, students will continue to review run-ons, fragments, and comma rules and subject/verb agreement, pronoun/antecedent agreement, and usage. Students will also work with prepositional phrases, common errors, and commonly confused words. This marking period will serve as the culmination of our grammar studies, and students will be asked to address grammatical errors (using SAT style questions and written work).
 - ATB questions and practice activities (see Power Point)
 - Study Island – independent practice (studyisland.com)
 - SAT Style practice and application of grammar rules taught throughout the year
 - Editing of written work
- **Vocabulary –**
 - Etymology-based vocabulary program that we will be utilizing this year. (Units 10-12 - *Greek and Latin Roots: A Study of Word Families, Level III*).
 - Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases based on close reading, context, and content (L.F.1.2.3, L.F. 1.2.4, L.F.1.3.1., L.F.1.3.2, L.F.1.3.3, L.F.2.3.5, L.N.1.2).
 - Use content vocabulary in context to illustrate how meaning develops via author’s or speaker’s diction and tone (L.F.1.2.3, L.F.1.2.4, L.N.1.3.1, L.N.1.3.2, L.F.1.3.2, L.F.1.3.3, L.F.2.3.5, L.N.1.2).
- **Writing –**
 - **Constructed-Response – CC.1.4.9-10.A, B, C, D, E,F, S, T; L.N.2.1.2**
 - Students will be given a prompt after reading *Of Mice and Men* that asks students to utilize a poem and the novel to address the prompt. Students will be asked to prove that *Of Mice and Men* is a better title for the work than *Something that Happened*.

- If time permits there will be a second CR on mood (chapter three) and/or a CR on George Bush’s second inaugural speech (Question: Section two of this passage contains figurative language. How does this figurative language relate to the historical and cultural setting of the speech? Limit your response to the metaphors: a shipwreck and a day of fire. Be sure to identify the historical and cultural setting of the speech.)
- Students will be taught to analyze a prompt in order to identify key information. They will reword the prompt and identify and define any words they do not know. Students will employ all strategies taught throughout the year to fully analyze their evidence and create a cohesive and effective CR.
- Students will use a checklist to ensure that all necessary elements are present in their final draft.
- **Final Writing Assignment** - CC.1.4.9-10.A, B, C, D, E,F, S, T
 - Students will take the information they gathered throughout the year and write their final essay: “In history as in literature, evil triumphs but does not conquer.”
 - Must be submitted to turnitin.com
 - MLA format – including WC page and in-text citations
- **Reading and Analysis** –
 - Study Island – independent practice and remediation (Keystone Skills)
 - Students will continue with Talk to the Text/Annotating the Text (Reading Apprenticeship) – CC.1.3.9-10.A, B, D, F, G, H, I, J, K; CC.1.2.9-10.A, B, C, D, E, F, G, J, K, L; L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.2.2, L.F.2.2.3, L.F.2.3.1, L.F.2.3.2, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1, L.F.2.5.2, L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.2.1, L.N.1.2.3, L.N.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.1.2, L.N.2.2.2, L.N.2.2.3, L.N.2.3.4, L.N.2.3.5, L.N.2.4.2
 - Through T2T, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
 - Students will read and annotate various works of fiction, nonfiction, drama, and poetry. (*Of Mice and Men*, cut script of *Romeo & Juliet*, and “To a Mouse”) If time permits, students will also read supplemental works: *Speak*, “The Most Dangerous Game,” and “The Cask of Amontillado.”
 - Novel - Read and discuss *Of Mice and Men*.
 - Introduction to Steinbeck
 - Reading and analysis of the novel, focusing on characterization, theme, mood, plot, setting, tone, conflict, etc.

- Review of the Dust Bowl and migrant workers (**Combined**)
- Critical thinking packet – chapter analysis worksheets (Secondary Solutions)
- Poetry – Analyze “To a Mouse” by Robert Burns. Review poetic devices from previous poetry units.
 - CR will be written using the poem and the novel.
- Drama – *Romeo & Juliet* – cut script
 - Review of terminology from MP #1
 - Introduction to Shakespearean language
 - Using knowledge from previous drama unit, act out scenes from R&J, focusing on themes, characterization, plot, etc.
- Supplemental Activity/Activities: Read and analyze *Speak*, “The Most Dangerous Game,” and “The Cask of Amontillado”
 - Review literary terminology. Focus on characterization (round and flat, static and dynamic, and indirect and direct), motif, conflict (internal and external), setting, tone, epiphany, plot (exposition, rising action, climax, falling action, and resolution), point of view (first person, third limited, and third omniscient), foreshadowing, and flashback. Annotate the texts focusing on these terms.
 - MDG and Lost Project – Application of literary terms used for comparative purposes
 - Creation of literary analysis posters
 - Gallery Walk

American Studies:

- Read excerpt from George Washington’s farewell address and discuss his advice to the nation regarding foreign affairs.
- Discuss Manifest Destiny and locate territories acquired by the United States in the 1800s.
- Construct a graphic organizer that demonstrates the shift from isolation to expansion to imperialism.
- Read assigned textbook section and examine the factors that influenced support for or opposition to expansionism and later imperialism.
- Read assigned textbook section and describe American economic, social, and political interests in Hawaii, the Far East, and Cuba in the late 19th century.
- View video examining the factors that led to the Spanish-American War including – Spanish misrule, yellow journalism, and international incidents.
- View selected video clips to recognize the important key military and political figures, battles, and outcomes of the Spanish-American War.
- Locate on a map the new possessions of the United States in 1900.
- In an essay, analyze America’s new role as an imperialist nation.
- Using various sources create a graphic organizer that compares the foreign policies of the early 20th century presidents and include examples of the policies being implemented.

- Read assigned textbook section and complete guided reading assignment on the causes of WWI, the early years of the war in Europe, and American neutrality at the outbreak of the war.
- Read assigned textbook section appraising and defending the factors that shifted America's policy from neutrality to involvement in WWI.
- Primary Source Analysis Assignment—Read and analyze Woodrow Wilson's War Message to Congress on April 2, 1917.
- Read assigned textbook section -American involvement in WWI on the battlefield and the home front and complete guided reading questions.
- View The Century-America's Time-Shell Shock (WWI) and complete assigned questions.
- Complete a Paris Peace Conference simulation and examine the causes of conflict between Woodrow Wilson and the rest of the Big Four over postwar plans.
- Primary Source Analysis Assignment-Read and analyze Woodrow Wilson's Fourteen Points and compare Wilson's plan with the provisions agreed upon in the Treaty of Versailles.
- Read assigned textbook section classifying the factors that shaped America's foreign policy between WWI and WWII.
- Complete graphic organizer on the rise of dictators in Europe in the years after WWI examining the rise of Stalin, Mussolini, and Hitler.
- Construct a timeline of events that shifted America's policy from neutrality to involvement in WWII.
- View selected clips from The Century: America's Time- Over the Edge (Late 1930s) and complete assigned questions.
- Primary Source Analysis Assignment-Read and analyze FDR's "A date that will live in infamy" speech.
- Construct a timeline detailing the significant events of US involvement in WWII.
- Write an essay comparing and contrasting America's role at the end of World War I and at the end of World War II.
- Discuss origins of the Cold War through an analysis of conflict among the WWII allies.
- As an introduction to the Cold War, brainstorm "hot spots" of the Cold War on a map including: Eastern Europe, Berlin, Korea, Cuba, Vietnam, Latin America, and Afghanistan.
- Primary Source Analysis activity- Analyze Winston Churchill's Iron Curtain Speech.
- Complete a graphic organizer that summarizes presidential Cold War foreign policies.
- Complete an outline/timeline of significant events of the Cold War.
- Read the assigned textbook sections and complete the guided reading assignment that analyzes how the Cold War expanded during the 1950s.
- View excerpts from Thirteen Days and examine the foreign policy decision making process within the Kennedy administration during the Cuban missile crisis.
- Develop a timeline that depicts the chronology of United States involvement in Vietnam
- Read the assigned textbook sections and complete guided reading assignments detailing the experiences and challenges facing America in Vietnam and on the homefront.
- Generate a timeline that traces the development of détente in the 1970s.
- Read the assigned textbook section and discuss the events that led to an end of détente.
- Read the assigned textbook section and complete the guided reading assignment that examines the American and Soviet decisions in ending the Cold War.
- Write a persuasive argument for or against Reagan's handling of the Cold War.

- Develop a timeline that depicts the chronology and understanding of US involvement in the Middle East since the establishment of Israel in the post-World War II era.
- Students will use the internet to research current global issues facing the United States and share their findings in a class discussion.

Assessments:

Diagnostic:

- KWL Chart
- Quick Check – Terminology and Knowledge of Drama
- Brainstorm Activities
- Unit Pre-tests

Formative:

- Study Island Activities
- Novel/Short Story/Terminology/Vocabulary/Grammar Quizzes
- Writing Assignments
- Discussion and Annotation
- Guided Reading Questions
- Unit Reading assignments and follow-up quizzes

Summative:

- Final Exam
- Cumulative MP #4 Grammar Exam
- Final Vocabulary Quiz – cumulative for the year
- Then and Now Project
- Novel Exam
- Final CR/Final Writing Assignment
- End of Year Benchmark (as per district and department plan) – to determine growth – summative for grade 9, diagnostic for grade 10
- Unit Test-Early American Foreign Policy
- Unit Test-US involvement in WWI and WWII
- Unit Test-Postwar foreign policy and affairs
- Unit Essay Assignments

Extensions:

- Create a work of poetry about American history (World War I and WWII) that incorporates figurative language. **(Combined)**
- Analyze and present WWI and WWII poetry.
- Create a podcast about American foreign policy. **(Combined)**
- Create an “ABC” book – Focus on terminology application in relation to American history and literature
- Socratic Seminar
- Research and report on the return of the Panama Canal to Panama and its impact

on both Panama and the United States.

- Prepare an in depth analysis of minorities who served in the armed forces. Describe their roles and impact on the American war effort.
- Research selected events of 1968 and determine the impact of the events on the course of the war effort and society.
- Investigate the music of the Vietnam era and analyze the lyrics to determine the message of the writer. Report findings to class.
- Research and report on the role of the Olympics as an extension of the Cold War.
- Investigate the nuclear weapons programs of the United States and the Soviet Union during the Cold War. Determine the types of numbers of weapons of each country at the height of the Cold War. Also, investigate the current nuclear situation of the United States and the Soviet Union.

Correctives:

- Additional Study Island
- Additional worksheets and examples of poetic elements and literary devices
- Additional critical reading packets – w/T2T guidance and questions at the end
- Additional practice with T2T using more accessible pieces of fiction and nonfiction and less challenging poems to build skills
- Additional reading packets
- Writing in the style of yellow journalists, create headlines on newsworthy events from recent times.
- Create a photo collage of the territories gained by the United States during this time period and important people involved in their acquisition.
- From the perspective of a soldier during a selected war, write a letter detailing your war experience.
- Create a collage of scenes/pictures depicting the public's awareness of the threats of the Cold War era. (fallout shelters, duck and cover drills)
- Write an editorial on a current foreign policy issue facing the United States.

Materials and Resources:

- Study Island, USATestprep.com
- Constructed-Response Rubric
- Exemplar Samples
- Poetic Elements and Literary Devices Lists (department file)
- Keystone Exams: Literature – Glossary to the Assessment Anchor and Eligible Content

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(SAS – pdesas.org)

- *Prentice Hall Literature, Grade 9 & Teacher Resources*
- *Writing Coach, Grade 9*
- *Greek and Latin Roots: A Study of Word Families, Level 9*
- *Elements of Poetry, Analyzing Poetry, Close Read: Poetic Language and Meaning, Glossary of Terms (Prentice Hall Literature, Grade 9)*
- *Writing Coach – Find It Fix It – Grammar Smartboard file (department file)*
- *Movies:*
 - *Speak, “The Most Dangerous Game,” “Lost” – Pilot (extensions)*
- *Primary text: American History: Reconstruction to the Present*
- *The Century: America’s Time*
- *PBS DVD: The Roosevelts*
- *PBS The American Experience: The Presidents*
- *Supplemental text: American Anthem*
- *Supplemental text: America Pathways to the Present*
- <https://www.ourdocuments.gov/index.php?flash=false&>
- *American Rhetoric Online Speech Bank*
- *Primary Sources: Zimmerman Telegram*
- *Primary Sources: Wilson’s War Address April 2,1917*
- *Primary Sources: Fourteen Points*
- *Primary Sources: FDR: Arsenal of Democracy*
- *Primary Sources: FDR: The Four Freedoms*
- *Primary Sources: FDR: “A Date which will live in infamy”*

Appendix #1

PA Core Standards:

<http://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%206-12%20March%202014.pdf>

Keystone Assessment Anchors and Eligible Content (includes a glossary of terms):

<http://static.pdesas.org/content/documents/Literature%20%20Assessment%20Anchors%20and%20Eligible%20Content%20with%20Sample%20Items%20and%20Glossary%20Jan%202013.pdf>

Appendix #2

SERVICE LEARNING INITIATIVES (more information in department public file):

- Alex's Lemonade
- Highway Clean-up
- United Way Day of Caring
- 5K Race/Walk to raise funds for Juvenile Diabetes research (see Leslie Lordi for details)

RUBRICS (located in department public file):

- Constructed-Response (modified to include conventions, style, organization, etc.)
- Literary Analysis
- Socratic Seminar
- Essays
- Research Paper
- Debates – Speeches and Questioning Rounds

TERMINOLOGY LISTS (located in department public file):

- Drama Terminology
- Literary Elements & Poetic Devices

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: American History: Reconstruction to the Present

Textbook ISBN #:

Textbook Publisher &Year of Publication:

Curriculum Textbook is utilized in: American Studies

Name of Textbook: *Prentice Hall – Common Core Literature 9*

Textbook ISBN #:

Textbook Publisher &Year of Publication: Prentice Hall 2012

Curriculum Textbook is utilized in: English 9

Name of Textbook: *Prentice Hall Writing Coach*

Textbook ISBN #: 978-0-13-253723-0

Textbook Publisher &Year of Publication: Prentice Hall 2012

Curriculum Textbook is utilized in: English 9

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