

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Integrated American Government and English 11

Curriculum writing committee:

Nicole Cosentino & Leslie Lordi

Grade Level: 11

Date of Board Approval: _____

Course Weighting:

Major assessments	45%
Skills application	30%
Skills practice	20%
Participation/homework	5%
Total	100%

Curriculum Map

Overview:

This standards-based course combines English 11, which incorporates the analysis of American and world literature, and American Government. This standards-based, comprehensive course emphasizes the analysis of both American and World Literature, alongside a variety of diverse, cross-curricular informational texts. It is designed to support the continued growth of students' writing and critical-thinking abilities. Literary works studied and discussed will span multiple genres, including poetry, drama, short stories, novels, and nonfiction.

Assessments—both objective and subjective—are aligned with the Pennsylvania Core Standards and aim to prepare students for proficiency on the Pennsylvania Keystone Literature Exam and the Scholastic Assessment Test (SAT). Critical reading and grammar skills are evaluated through standards-based assessments, in-class assignments, and constructed-response questions.

The curriculum also prioritizes the development of students' writing, with evaluations focused on their mastery of the English language, adherence to studied writing techniques, and cultivation of a personal writing style. As part of the required coursework, students will complete the course requirement of writing a research paper grounded in critical and evaluative analysis, following Modern Language Association (MLA) guidelines.

Additionally, the course includes a dynamic debate unit, which integrates the research process and culminates in a cross-grade level debate centered on three district-selected topics.

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The Social Studies component of this course is designed to engage students in identifying, understanding, and applying key concepts and principles of American government, both historically and in contemporary society. Students will examine topics such as the foundations of American political thought, the Constitution, federalism, political ideologies and behaviors, interest groups, elections and the role of media, the structure and functions of federal and local governments, comparative political systems, as well as civil rights and civil liberties. The course also explores U.S. foreign, domestic, and economic policies, along with core economic principles relevant to governmental systems.

A strong focus is placed on developing oral and written communication skills through cooperative learning activities, requiring students to collaborate effectively in group settings. A distinctive feature of the course is a community service component, integrating civic responsibility into the curriculum.

Placement in this course is based on recommendations from tenth-grade English and Social Studies teachers. It also serves as a support for students needing remediation in order to achieve proficiency on the Pennsylvania Keystone Exam. Summer reading is required; the completion of a research paper is also a course requirement.

Goals: American Government

Marking Period One Goals: Over a 45 day period, students will be able to understand the following:

- The purpose of government
- Various forms of government found throughout the world
- Basic concepts of democracy and citizenship
- Democratic ideas and traditions influencing American government
- Rights and responsibilities of citizenship
- Political Ideology
- Documents such as the Declaration of Independence, Articles of Confederation, and the Constitution
- The art and nature of compromise required for the ratification of the Constitution
- Main principles of the Constitution
- Formal and informal means by which to change the Constitution
- The essence of federalism
- How does the Constitution address the concept of federalism? ie: clauses
- Federalism in action
- Applicable court cases
- Summer reading assignments
- Service learning (throughout all marking periods)
- *Multiple topics/skills will be addressed through a team teaching model. Several projects will be assigned that incorporate content and skills from both courses.

Marking Period Two Goals: Over a 45 day period, students will be able to understand the following:

- Political Socialization and agents
- Formulating and measuring public opinion
- Relationship between government policy and public opinion
- Mass media's role in the government
- How to identify bias in the media
- Political participation
- Voter turnout and factors that influence voters' decisions
- Organization and functionality of political parties
- History of America's political parties
- Applicable court cases
- The debate and research process (may rotate marking periods)
- Service learning (throughout all marking periods)
- Multiple topics/skills will be addressed through a team teaching model. Several projects will be assigned that incorporate content and skills from both courses

Marking Period Three Goals: Over a 45 day period, students will be able to understand the following:

- Campaigns, elections, and voting
- The electoral process
- Campaign financing
- Organization and functionality of interest groups
- Impact of interest groups in America
- Powers of Congress
- Bicameralism
- Differences between the House of Representatives and the Senate
- Roles and functions of members of Congress
- Expressed, implied, and non-legislative powers of Congress
- Organization of committees in Congress
- The law-making process
- Similarities and differences in various types of local government
- Defining features of State constitutions
- Identify the various Congressional Committees
- Roles and qualifications for the presidency
- Succession of the presidency
- Primaries, caucuses, and the Electoral College
- Communication of the President
- Cabinet departments, independent agencies, and the Executive Office of the President
- Expansion of power within the presidency
- Organization of various bureaucratic agencies and structure and accountability
- The organization and traits of State legislatures, governors, and court systems
- Multiple topics/skills will be addressed through a team teaching model. Several projects will be assigned that incorporate content and skills from both courses.

Marking Period Four Goals: Over a 45 day period, students will be able to understand the following:

- The scope of the Bureaucracy
- Characteristics of bureaucratic agencies
- The organization and role of the Judicial Branch
- The types of cases and types of courts in America
- Circuit Courts
- Supreme Court Justices appointment process
- Special Courts
- Checks on the Judicial Branch
- Judicial Review
- The organization and traits of State legislatures, governors, and court systems
- Bill of Rights and how they apply to the Courts
- Due process
- Equal justice under law (14th Amendment)
- Selective Incorporation
- Differentiate between Civil Rights and Civil Liberties
- Examine landmark Supreme Court cases- AP Central's list
- Examine how the government is financed
- Identify the difference between fiscal and monetary policy
- The budgeting process
- Foreign policy and national security
- *Multiple topics/skills will be addressed through a team teaching model. Several projects will be assigned that incorporate content and skills from both courses.

Big Ideas: American Government

Big Idea # 1: Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policymaking and assume citizens will engage and participate.

Big Idea #2: Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.

Big Idea # 3: The workings of government vary depending on how the government has the authority to govern.

Big Idea #4: Civil discourse and thoughtful deliberation are necessary to promote the common good and protect the individual.

Big Idea #5: Multiple actors and institutions interact to produce and implement possible policies.

Big Idea #6: The U.S. Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance between majority rule and minority rights.

Big Idea #7: Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.

Big Idea #8: Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policymaking and assume citizens will

engage and participate.

Textbook and Supplemental Resources:

Ginsberg, Benjamin, et al. *We the People*. 14th ed. W.W.Norton & Company, 2023.

ISBN: 978-1-324-03462-9

Donnelly, Darrin, *Think like a Warrior*. Shamrock New Media, Inc. May 4, 2016.

Donnelly, Darrin, *Think Big to Win Big*. Shamrock New Media, Inc. September 24, 2024.

AP College Board AP Classroom

Crash Course Politics videos

Heimler's AP Government videos

Khan Academy Videos

Curriculum Plan

Marking Period 1: 45 days

Standards by unit list: Unit 1: Foundations of American Democracy

Civics and Government:

- 5.1.12.A: Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
- 5.1.12.B: Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.
- 5.1.12.C: Evaluate the application of the principles and ideals in contemporary civic life. Liberty / Freedom/ Democracy / Justice / Equality
- 5.1.12.D: Evaluate state and federal powers based on significant documents and other critical sources. Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution
- 5.1.12.E: Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
- 5.1.12.F: Evaluate the role of nationalism in uniting and dividing citizens.
- 5.2.12.A: Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.
- 5.2.12.B: Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
- 5.2.12.C: Evaluate political leadership and public service in a republican form of government.
- 5.2.12.D: Evaluate and demonstrate what makes competent and responsible citizens.
- 5.3.9.A: Examine the process of checks and balances among the three branches of government, including the creation of law.
- 5.3.9.B: Analyze the roles of local, state, and national governments in policy-making.
- 5.3.9.C: Explain how government agencies create, amend and enforce policies in local, state, and national governments.
- 5.3.9.D: Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.
- 5.3.9.E: Compare and contrast the different election processes for local, state, and national offices.
- 5.3.9.F: Explain the Supreme Court's role in interpreting the U.S. Constitution. Individual rights, States' rights, Civil rights
- 5.3.9.H: Evaluate the importance of freedom of the press and the political influence of mass media.
- 5.3.9.J: Compare and contrast various systems of government.
- 5.4.12.A: Examine foreign policy perspectives, including realism, idealism, and liberalism.

- 5.4.12.B: Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties).
- 5.4.12.C: Evaluate the effectiveness of international organizations, both governmental and non-governmental.
- 5.4.12.D: Evaluate the role of mass media in world politics.
- 5.4.12.E: Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy

Speaking and Listening:

- CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
- CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
- CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.
- CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Writing:

- CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.
- CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.
- CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

- CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Objectives:

1. Students will be able to identify and describe the four characteristics of a State. 1
2. Students will be able to identify and describe the four origin theories of a State. 1
3. Students will be able to understand the foundations of democracy and explain the impact on American society. 3
4. Students will be able to explain the significance of the following landmark English documents: The Magna Carta, the Petition of Right, and the English Bill of Rights. 2
5. Students will be able to identify and analyze the steps that led to the increase in colonial unity. 4
6. Students will be able to explain the relationship between key provisions of the Articles of Confederation, and the debate over granting the federal government greater power formerly reserved to the states. 4
7. Students will be able to identify and describe the structure of government under the Articles of Confederation. 1,2
8. Students will be able to explain why the weaknesses of the Articles led to problems in the States. 2,3
9. Students will be able to identify who the Framers of the Constitution were and how they organized the Constitutional Convention. 1,2
10. Students will be able to compare and contrast the Virginia Plan and the New Jersey Plan proposed at the Constitutional Convention. 4
11. Students will be able to identify and summarize the major compromises that the delegates proposed during the Constitutional Convention. 1,2
12. Students will be able to prepare arguments supporting or opposing the ratification of the Constitution as if they were Federalists or Anti-federalists. 4
13. Explain the impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system. 4
14. Students will be able to explain the six basic principles of the Constitution. 2
15. Students will be able to diagram the four different ways that the Constitution can be amended. 4
16. Students will be able to outline the Bill of Rights.
17. Students will be able to explain how; basic legislation, executive action, court decisions, party practices, and customs have also added changes to the Constitution. 2
18. Describe patterns and trends in data in terms of political ideology. 4
19. Students will be able to explain how various factors impact political ideology. 4
20. Students will be able to define federalism and explain why it was the form of government chosen by the Framers. 1,2
21. Students will be able to explain the constitutional principles of separation of powers and checks and balances. 2
22. Students will be able to explain the effects of separation of powers and checks and balances for the U.S. political system. 2
23. Students will be able to explain how the constitutional allocation of power between the national and state governments affects society. 3,4
24. Students will be able to explain how the balance of power between national and state governments has changed over time based on interpretations of the Supreme Court of the United States. 3,4
25. Students will be able to define and give examples of delegated powers. 1,2

26. Students will be able to define and give examples of concurrent powers. 1,2
27. Students will be able to define and give examples of reserved powers. 1,2
28. Students will be able to describe the Supremacy Clause in the Constitution and examine how the Constitution acts as the "Supreme Law of the Land." 1,4.
29. Students will be able to identify and summarize the national government's obligations to the states. 1,2
30. Students will be able to identify and explain the ways states work together in the Federal system. (...Such as interstate compacts, the Full Faith and Credit Clause, Extradition, and the Privileges and Immunities Clause.) 4

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

1. Summer Reading Assignments will be reviewed during the first week of school.
2. Students will answer critical thinking questions while reading the summer reading assignments and then discuss them as a class.
3. Students will create approximately eight level two questions and four level three questions while reading and analyzing one of the two novels. It is expected they thoroughly and thoughtfully provide answers for the questions they wrote.
4. Students will participate in a Socratic Seminar focused on Summer Reading
5. Students will define various types of government systems and the characteristics of each.
6. Students construct a timeline of Revolutionary events, beginning with the Albany Plan of Union in 1753, and leading up to the signing of the Declaration of Independence in 1776. (Analyzing the conflict between Britain and the colonies.)
7. Complete cause/effect graphic organizer for events leading to the colonist's decision to break away from England.
8. Distribute copies of the Declaration of Independence to the students to read and analyze.
9. Students attempt to divide the document into four concepts: Preamble, Declaration of Rights, Grievances, and Resolution.
10. Students can describe the structure of the unitary, federal, and confederate government.
11. Identify key weaknesses of the Articles of Confederation, including no power to tax, regulate interstate commerce, no executive or judicial power, and difficulty to pass laws or amend the Articles.
12. Students can create a timeline of what they believe are the 10 most influential events that led to the creation of our government.
13. Students will write a newspaper article as a reporter in Massachusetts at the time of Shays' Rebellion. Students should take a side of the argument by either defending the actions of Daniel Shays and his followers or portraying them as the villains in this event. In addition, students should address the need for a new form of government as a result of this uprising.
14. Create a graph illustrating the similarities and differences between the Virginia and New Jersey Plans, as well as the Great Compromise.
15. Students will identify and explain several of the constitutional compromises such as the 3/5 compromise, the slave trade and commerce compromise, and the method for electing an executive.
16. Explain the concepts of limited government, representative government, separation of powers and checks and balances to the students. Provide examples of each.
17. Students identify the major topic of each of the seven articles.

18. Groups of four identify four framers of the Constitution, as well as analyze motivations for their support or opposition to the document.
19. Read the Federalist Papers, specifically #10, 51.
20. Read Cato No. 3, Federalist Farmer, or Brutus No. 1 for Anti-Federalist sentiment.
21. Discuss how the promise of a Bill of Rights helped ensure the ratification of the Constitution.
22. Briefly identify the Bill of Rights, including reasons for adding them to the Constitution.
23. Identify American political values.
24. Students will create a Venn diagram with each of the outside circles representing national powers and state powers. The overlapping section will be shared or concurrent powers. Then students will take a list of provided government powers and identify whether they are national, state, or shared powers.
25. Explain separation of powers and checks and balances.
26. Have students list reasons why the Constitution has been described as a “Living Document”. Be sure that they discuss the Amendment process and other ways to change the Constitution.
27. Students will research a historical Supreme Court Case that dealt with federalism and prepare a presentation describing the background, ruling, and impact of the case.
28. Students will watch Once Brothers and extract the impact of federalism.
29. Differentiate between Dual Federalism and Cooperative Federalism with a graphic representation of each and examples.
30. Students will create a timeline identifying the changing nature of federalism including important events which have shifted the relationship between the states and the national government such as the Civil War
31. Analyze expressed, implied, reserved, and concurrent powers, including the identification of the elastic clause in the Constitution. Make sure they can identify them as either National Powers, State Powers or Shared Powers.
32. Compare the elastic clause and the 10th amendment and discuss their impact on the conflict of federalism.
33. Place a list of about 20 powers on the board that are held by different levels of government. (Examples: Delegated – Declare War, Reserved – Regulate Marriage, and Concurrent – Levy Taxes.) Have students Draw a Venn diagram in their notes, labeling one circle Delegated/National Powers, one circle Reserved/State powers and the overlapping section Concurrent/Shared Powers.

Assessments:

Diagnostic:

- Pre-test
- Brainstorming activities
- KWL Charts
- Class discussions
- Discussion boards

Formative:

- Cooperative Learning assignments (Assignments may be counted for one or both courses depending on the specific assignment details)
- Essays assignments
- Class discussions
- Homework assignments
- Student's participation in activities
- Service Learning projects (Service learning projects will be counted for both courses)

Summative:

- Socratic Seminar
- Chapter 1 Exam
- Chapter 2 Exam
- Chapter 3 Exam
- Section quizzes
- Reading checks
- Constructed Responses
- Unit projects (Assignments may be counted for one or both courses depending on the specific assignment details)
- Oral Presentations

Extensions:

- Students can identify a country that has become a functioning democracy within their lifetime.
- Students can research the political events that highlighted that country's transition from dictatorship to democracy. Then construct a timeline that includes those events and shows the length of time it took for the transition to occur.
- Students can write a "social contract" in which they identify what should be required of members of a political society, and what government should provide for the people. They can start by creating a chart with two columns. In one column, list the responsibilities of the citizens in their proposed social contract. In the other column, have them list what they feel the government should be required to provide its citizens.
- Students will research a recent appointment of a federal judge by the President and the senate's reaction to the appointment. Students should write a brief report on his or her background and how senators from the opposing party responded to the President's nomination.
- Have students research and write a 2-3 page biography on a chosen Framers of the Constitution.

Correctives:

- Students can complete questions from the assessments in the text at the end of each chapter.
- Students can complete the guided reading and review and section quiz worksheets from the teacher resource pack.
- Students can complete teacher generated worksheets or outlines to review sections

Curriculum Plan

Marking Period 2: 45 days

Standards by unit list: Unit 2 and 3: American Political Ideologies and Political Participation

Civics and Government:

- 5.1.12.A: Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
- 5.1.12.B: Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.
- 5.1.12.C: Evaluate the application of the principles and ideals in contemporary civic life. Liberty / Freedom/ Democracy / Justice / Equality
- 5.1.12.D: Evaluate state and federal powers based on significant documents and other critical sources. Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution
- 5.1.12.E: Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
- 5.1.12.F: Evaluate the role of nationalism in uniting and dividing citizens.
- 5.2.12.A: Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.
- 5.2.12.B: Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
- 5.2.12.C: Evaluate political leadership and public service in a republican form of government.
- 5.2.12.D: Evaluate and demonstrate what makes competent and responsible citizens.
- 5.3.9.A: Examine the process of checks and balances among the three branches of government, including the creation of law.
- 5.3.9.B: Analyze the roles of local, state, and national governments in policy-making.
- 5.3.9.C: Explain how government agencies create, amend and enforce policies in local, state, and national governments.
- 5.3.9.D: Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.
- 5.3.9.E: Compare and contrast the different election processes for local, state, and national offices.
- 5.3.9.F: Explain the Supreme Court's role in interpreting the U.S. Constitution. Individual rights, States' rights, Civil rights
- 5.4.12.B: Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties).
- 5.4.12.D: Evaluate the role of mass media in world politics.

Speaking and Listening:

- CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
- CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
- CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.
- CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Writing:

- CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.
- CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.
- CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
- CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Reading Informational Text:.

- CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs
- CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
- CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- CC.1.2.11–12. I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

- CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

History

- 8.1.12.A- Compare patterns of continuity and change over time, applying context of events.
- 8.1.12.B-Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.12.C-Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)
- 8.2.12.A-Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.
- 8.2.12.B-Compare the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history.
- 8.2.12.C-Compare and contrast how continuity and change in Pennsylvania are interrelated throughout U.S. history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
 - Assessments Materials & Resources Options
- 8.2.12.D- Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US.
 - Ethnicity and race
 - Working conditions
 - Immigration
 - Military conflict
 - Economic stability
- 8.3.12.A-Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.12.B-Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

- 8.3.12.C-Analyze how continuity and change have impacted the United States.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
 - Assessments Materials & Resources Options
- 8.3.12.D-Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.
 - Ethnicity and race
 - Working conditions
 - Immigration
 - Military conflict
 - Economic stability
- 8.4.12.A-Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.B-Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.12.C-Analyze how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organization
- 8.4.12.D-Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

Objectives: (Include DOK Levels)

1. Students will be able to describe the agents of political socialization. 3
2. Students will be able to explain voter apathy and hypothesis reasons why many Americans who have the right to vote, choose not to participate. 4
3. Students will be able to analyze how the factors of age, education, income, and geography affects one's likelihood to vote or not. 4
5. Students will be able to compare voting trends, by looking at sociological and psychological factors, such as occupation, gender, and party identification. 4
6. Explain how major political events influence political ideology. 3
7. Students will be able to explain how public opinion is formed and measured by polls. 3
8. Students will be able to evaluate a public opinion poll. 4

9. Students will be able to identify media bias and ways to counter it to extract accurate information. 4
10. Students will be able to define the terms electorate, suffrage, and disenfranchised. 1
11. Students will be able to define all terms related to the chapters. 2
12. Students will be able to identify and explain the five ways nominations are made in the U.S. 2
13. Students will be able to discuss the evolution of the National Convention and how it has declined in importance with the rise of the Primary. 3
14. Students will be able to create a list of the requirements the federal government has placed on the states to conduct elections. 2
15. Students will be able to lead a discussion of why Election Day is the Tuesday after the first Monday in November. 2
16. Students will be able to identify and explain the concepts of absentee voting, the coattail effect, and the relationship between a precinct and a polling place. 4
17. Students will be able to identify the 5 major expansions of voter rights in the U.S. 1
18. Students will be able to identify current qualifications for voters in the U.S. 1
19. Students will be able to identify and explain other qualifications that have been placed on voters from different states and different times in America. 1,2
20. Students will be able to analyze how southern states were able to find ways around the 15th Amendment. 4
21. Students will be able to identify and explain disenfranchising tactics such as literacy tests, white primaries, and gerrymandering. 1,2
22. Students will be able to identify and explain the major provisions of the Civil Rights Acts of 1957, 1960, 1964, and the Voting Rights Act of 1965. 2
23. Students will be able to describe the role of interest groups in influencing public policy and be able to compare interest groups to political parties. 2,4
24. Students will be able to identify the various types of interest groups and what affect the competition among interest groups has on the political process. 1
25. Students will be able to identify and describe the role of lobbyists and their relationship to interest groups. 1,2
26. Students will explain how variation in types of interest groups and the resources interest groups possess affects their ability to influence elections and policy making. 4
27. Students will be able to define political parties and describe the major functions of political parties in the United States. 2
28. Explain how ideologies of the two major parties shape policy debates.2
29. Students will be able to identify the reasons why the U.S. has a two-party system. 1
30. Students will be able to compare a two-party system to multiparty and one-party systems and be able to identify pros and cons of each. 3,4
31. Students will be able to describe party membership patterns in the United States. 1
32. Students will be able to identify and explain the origins of political parties in the United States. 2
33. Students will explain how different political ideologies affect the role of government in regulating the marketplace. 3
34. Students will explain how political ideologies vary on the role of the government in addressing social issues. 3
35. Students will be able to describe the current era of divided government. 2

36. Students will be able to analyze the influence that minor parties have on the American political system and the two major parties. 4
37. Students will be able to compare the work of the three components of the Party. 4
38. Students will be able to explain the function and impact of political parties on the electorate and government. 3
39. Students will be able to explain why and how political parties change and adapt. 4
40. Students will be able to analyze major factors that are leading to the weakened state of parties in the U.S. 4
41. Students will be able to describe the evolution of American public opinion, how it is measured, and the influence that the mass media has on public opinion. 4
42. Students will be able to conduct research on a current topic, either local, national, or international. 4
43. Students will be working in collaborative teams to foster critical thinking, enhance communication skills, promote intellectual engagement through structured arguments and debate.4
44. Students will be able to organize research findings.4
45. Students will be able to annotate the articles that support their position.4
46. Students will be able to construct questions for discussion rounds. Make sure to include probable answers and follow-up questions.4
47. Students will be able to construct speeches and persuasive/argumentative essays.4
48. Students will be able to develop and support a thesis with evidence.4
49. Students will be able to provide closure for an argument.4
50. Students will be able to utilize rhetorical devices to present an effective argument. This will include appeals: logical, ethical, emotional (ethos, pathos, logos) 4
51. Students will be able to conference with peers and teachers. 4
52. Students will be able to participate in mock debates/practice in the classroom.4
53. Students will be able to receive feedback and make adjustments. Rework and revise. Publish formal documents.4
54. Students will be able to present in formal debate situation.4
55. Students will be able to review formal speaking techniques (eye contact, inflection, pace, stage presence, etc.).4

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

1. Students will brainstorm agents of political socialization and explain how each impacts voter behavior.
2. Research patterns of participation among groups and explain the voting trends.
3. Have students complete an online political spectrum quiz to determine how issues move individuals along the spectrum.
4. As a homework assignment, students can research the origin of the donkey and the elephant as the political symbols for our two political parties.
5. Students can identify a democracy other than the U.S. that has a multi-party system and identify what advantages and disadvantages this system has compared to the U.S. two-party system.
6. Students can research voting laws by state and discuss them as a class.
7. Students can create a graphic organizer showing the four major eras in the history of the American party system and the critical elections that signaled the beginning of each era.

- Be sure that students highlight the time frame of party domination, what party was in control, major presidents of the era, and critical events that were dealt with during the era.
8. Have students identify and define the four types of minor parties in the United States from the text.
 9. Have students go to <http://www.politics1.com/parties.htm> and look through the list of political parties in the United States. Have students pick two parties from the list and identify what type of minor party it is, when it became a political party, what its major platform is, and any major candidates or leaders it has had.
 10. Students can create a Venn diagram to compare major and minor parties
 11. Students can go on-line and create a powerpoint slide for each of the three components of the party. Each slide should include the name of the component, a description and a visual to represent the component. (Example: The party in government, "The party's officeholders", and have a picture of a politician.)
 12. Students can define the terms suffrage, franchise, and electorate.
 13. Post the following question on the board - "What has happened to the size of the American electorate?" Allow students to answer the question and guide them to explain why the size of the electorate has grown. If students are having trouble proposing answers, ask them who originally had the right to vote in the United States, and how that has changed?
 14. Have students create five powerpoint slides identifying the five major expansions in voting rights. Each slide should include the time period or year, what amendment(s) or act(s) provided for the change, and who gained the right to vote as a result of the change.
 15. Have students identify the three universal State requirements for voting.
 16. Have students identify and describe the voter registration process and purpose.
 17. Have students discuss other voter qualifications that have been required of voters from time to time.
 18. Have students create a timeline identifying and explaining the Civil Rights Acts of 1957, 1960, 1964, and the Voting Rights Act of 1965.
 19. Have students create two lists of reasons why people choose not to vote and why people can't vote.
 20. Have students define party identification, straight-ticket voting, and split-ticket voting.
 21. Have students define the term nomination.
 22. Have students identify and explain the five ways nominations are made in the U.S.
 23. Discuss the evolution of the National Convention and how it has declined in importance with the rise of the Primary.
 24. Have students create a list of the requirements the federal government has placed on the states to conduct elections.
 25. Lead a discussion of why Election Day is the Tuesday after the first Monday in November.
 26. Have students identify and explain the concepts of absentee voting, the coattail effect, and the relationship between a precinct and a polling place.
 27. Have students identify the difference between Hard Money and Soft Money in relationship to campaign financing. Then have them identify how the Federal Election Campaign Act (FECA) and the Bipartisan Campaign Reform Act (BCRA) have changed the rules when it comes to funding campaigns.
 28. Have students identify what and how factors influence their political ideology.

29. Students or the teacher can bring in public opinion polls. The poll should be critiqued on its questions and responses.
30. Have students brainstorm a list of places they learn about presidential or congressional candidates. Discuss with them that the mass media has changed the way the public learns about political candidates. Also discuss the media's impact on politics itself.
31. Have students compare a definition of an interest group to a definition of a political party and discuss the differences.
32. Students will research the assigned topic for their respective debate and create an introduction, body, and conclusion speech.
33. Students should conduct research to find credible sources that support their arguments, including facts, statistics, expert opinions, and real-life examples.
34. Students should sort the gathered evidence into categories that will be used to support their main points.
35. The students should create a thesis and should clearly express their main argument and stance on the topic.
36. Students will create a speech using facts, statistics, studies, expert quotes, historical examples, and real-life anecdotes that support your position.
37. Identify key points the opposing side might argue.
38. Create questions for the debate rounds.
39. Engage in mock debates within the classroom in preparation for the cross-grade level debate.
40. Students will be working on the following service learning projects throughout the school year: (this list is a sample list, not an exhaustive list)
 1. Baking cookies and singing carols for the Milford Senior Care facility (December)
 2. Habitat for Humanity (October)
 3. Alex's Lemonade Stand (June)
 4. Canned Food Drive (November)

Assessments:

Diagnostic:

- Pre-test
- Brainstorming activities
- KWL Charts
- White board carousel
- Class discussions

Formative:

- Cooperative Learning assignments (Assignments may be counted for one or both courses depending on the specific assignment details)
- Essay assignments
- Quizzes
- Homework assignments
- Student's participation in activities

Summative:

- Chapter 6 Exam
- Chapter 7 Exam
- Chapter 8 Exam
- Chapter 9 Exam
- Debate Final Assessments
- Oral Presentations
- Reading checks
- Constructed responses
- Unit projects (Assignments may be counted for one or both courses depending on the specific assignment details)

Curriculum Plan

Marking Period 3: 45 days

Standards by unit list: Unit 4: Interactions Among Branches of Government

Civics and Government:

- Standard Area - 5.1: Principles and Documents of Government
- 5.1.12.A: Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
- 5.1.12.C: Evaluate the application of the principles and ideals in contemporary civic life. Liberty / Freedom/ Democracy / Justice / Equality
- 5.1.12.D: Evaluate state and federal powers based on significant documents and other critical sources. Declaration of Independence, United States Constitution, Bill of Rights , Pennsylvania Constitution
- 5.1.12.E: Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
- 5.1.12.F: Evaluate the role of nationalism in uniting and dividing citizens.
- 5.2.12.A: Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.
- 5.2.12.B: Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
- 5.2.12.C: Evaluate political leadership and public service in a republican form of government.
- 5.2.12.D: Evaluate and demonstrate what makes competent and responsible citizens.
- 5.3.9.A: Examine the process of checks and balances among the three branches of government, including the creation of law.
- 5.3.9.B: Analyze the roles of local, state, and national governments in policy-making.
- 5.3.9.C: Explain how government agencies create, amend and enforce policies in local, state, and national governments.
- 5.3.9.D: Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.
- 5.3.9.E: Compare and contrast the different election processes for local, state, and national offices.
- 5.3.9.F: Explain the Supreme Court's role in interpreting the U.S. Constitution. Individual rights, States' rights, Civil rights
- 5.3.9.G: Analyze the influence of interest groups in the political process.
- 5.3.12.H: Evaluate the importance of freedom of the press and the political influence of mass media.

- 5.3.12.I: Explain various types of taxes and their purposes.
- 5.3.12.J: Compare and contrast various systems of government.
- 5.4.12.A: Examine foreign policy perspectives, including realism, idealism, and liberalism.
- 5.4.12.D: Evaluate the role of mass media in world politics.
- 5.4.12.E: Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy

Speaking and Listening:

- CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
- CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
- CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.
- CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Writing:

- CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.
- CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.
- CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

- CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Goals/Objectives: (Numbers indicate DOK Levels)

1. Students will be able to describe the types of elections in America. 3
2. Students will be able to explain strategies campaigns use to win elections. 3
3. Students will be able to identify the factors that influence elections. 2
4. Students will be able to describe the role of interest groups in America and the difference between interest groups and political parties. 3
5. Students will be able to explain how interest groups increase membership. 2
6. Students will be able to analyze the influences the interest groups have in the American government today. 4
7. Students will be able to identify the difference between Hard Money and Soft Money in relationship to campaign financing. Then have them identify how the Federal Election Campaign Act (FECA) and the Bipartisan Campaign Reform Act (BCRA) have changed the rules when it comes to funding campaigns. 3,4
8. Students will be able to define the term bicameral and explain the historical, practical, and theoretical reasons why the framers designed our legislative branch with two chambers. 1,2
9. Students will be able to describe the different structures, powers, and functions of each house of Congress. 2
10. Students will be able to identify the major features of both houses of Congress including the size, term length, basis of representation, and qualifications. 2
11. Students will be able to define apportioned and reapportion and explain their relevance to the House of Representatives. 2
12. Students will be able to identify and explain the major features of the Reapportionment Act of 1929. 1,2
13. Students will be able to explain how congressional behavior is influenced by election processes, partisanship, and divided government. 3
14. Students will be able to define and explain gerrymandering. 1
15. Students will be able to identify and provide examples of the distinct powers and differences of each house of Congress. 1,2
16. Students will be able to describe the Senate's structure as a continuous body and list purposes of this arrangement. 2
17. Students will be able to identify the predominant characteristics of a typical Congressman. 2
18. Students will be able to differentiate between congressional voting models; including trustee, partisan, and delegate. 3
19. Students will be able to define oversight functions and cite an example of Congress exercising its power of oversight. 2,3
20. Students will be able to list the benefits of being a Congressman including salary and discuss the purpose of these benefits. 1,2
21. Students will be able to compare strict versus liberal constructionists view of how the
22. Students will be able to interpret the Constitution and explain the role the National government should have compared to the States. 2,3
23. Students will be able to identify and explain the multiple powers of Congress including taxation, borrowing, commerce, the power to declare war, etc. 1,2
24. Students will be able to defend the argument that the elastic clause is a good name for the necessary and proper clause. 3

25. Students will be able to identify and explain the non-legislative powers of Congress including impeachment and election safeguards. 1,2
26. Students will be able to analyze the comparison of Congressional Committees to filters in the legislative process. 4
27. Students will be able to identify and explain the various types of committees in Congress. 2,3
28. Students will be able to identify and explain the options that a committee has when it receives a bill. 1,2
29. Students will be able to compare the House Rules Committee and Joint Conference Committees to normal standard committees. 3
30. Students will be able to diagram and analyze the legislative process in Congress, including details such as filibusters, cloture, conference committees, and Presidential options. 4
31. Students will be able to identify and explain the various roles of the President. 2
32. Students will be able to identify the qualifications, term, and roles of the President. 1
33. Students will be able to describe the function, origin and evolution of the 22nd Amendment. 2
34. Students will be able to explain Presidential succession and the responsibilities of the Vice President. 2,3
35. Students will be able to critique the function of the Electoral College today. Students will be able to debate the flaws in the Electoral College and identify alternative plans. 3, 4
36. Students will be able to explain how the president can implement a policy agenda. 3,4
37. Explain how presidents have interpreted and justified their use of formal and informal powers. 3
38. Students will summarize and give examples of the President's appointment powers. 2,3
39. Students will be able to describe and give examples of the President's roles as commander in chief and treaty maker. 2,3
40. Students will be able to explain how communication technology has changed the president's relationship with the national constituency and the other branches. 3
41. Students will be able to describe and give examples of the President's major judicial powers and the effect on America. 2,3
42. Students will be able to identify and explain the major elements of the federal bureaucracy. 1,2
43. Students will explain the duties of the White House Office, the National Security Council, and the additional agencies that assist the President. 2
44. Students will be able to list and describe the executive departments. 1,2
45. Students will be able to explain how cabinet members are selected. 2
46. Students will be able to describe the basic functions, histories, and responsibilities of the current cabinet departments. 3
47. Students will be able to compare/contrast the various types of federal agencies including, regulatory, independent, and government corporations. 4
48. Students will be able to explain the purpose and power to tax. 2
49. Students will be able to analyze federal budget and spending tendencies. 4
50. Students will be able to explain the roles and responsibilities of the Department of State and the Department of Defense. 2

Core Activities and Corresponding Instructional Methods:

1. The instructor can lecture, lead discussions, provide notes, or bring in outside resources that lead to the essential content or objectives of the course.
2. Students will research interest groups in America and create an oral presentation outlining their roles, size, and influence.
3. Students will brainstorm interest groups in America and engage in a Socratic Seminar on their benefits and costs for the members.
4. Have students define the term bicameral and identify the historical, practical, and theoretical reasons why the framers created a bicameral legislature.
5. Find pictures of the Capitol building, the House chamber, and the Senate chamber. Discuss with students that this is where Congress meets in Washington D.C. and that each house meets independently in their own chamber. Revisit the definition of bicameral and discuss with students how it affects the legislative process.
6. Have students define the terms term and session and explain how they relate to each other.
7. Have students create a chart that compares the characteristics of the House to those of the
8. Senate. Be sure they include the categories of size, term length, qualifications, and basis of representation.
9. Have students define the terms apportioned and reapportionment and explain how that impacts representation.
10. Find some pictures of gerrymandered districts around the United States. Describe to students that state legislatures draw new district lines so they are often drawn based on partisan decision making. Try to get a picture of North Carolina's 12th District.
11. From the previous activity, have students identify which of the criteria for drawing a legal district is being violated in each picture that was shown.
12. In class go to <http://www.redistrictinggame.org/index.php?pg=resourceguide> on the smart board and choose one of the "missions" and ask a volunteer to try and redistrict on the smart board. Make sure you have explained all the requirements of a legal district.
13. Have students create a pie graph illustrating the percentage of votes held by each of the top ten represented states and then the bottom 40 collectively. Then have students choose 8 random states. For each of the 8 states, have students research the number of constituents per representative and plot this data, , into a bar graph. 12.Revisit the topic of Gerrymandering discussed in Unit 2. This time you may want to discuss *Wesberry v. Sanders*, 1964, which deals with a Georgia district that was under-represented in Congress.
14. Have students define the term Continuous body and then explain it to the class by dividing them up into thirds and discussing when each third would be up for reelection.
15. Go online and look for the current demographics of Congress. Have students choose one category such as gender or religion and have them use Microsoft Excel to create graphs illustrating the demographics of both the House and the Senate
16. Students can write a fictional resume for a member of Congress based on information researched during the demographics assignment.

17. Students can write a position paper starting with the statement: The first priority of members of Congress should be..
18. Have students create a graphic organizer identifying the 5 major roles of a Congressman.
19. Have students list the compensation that Congressmen and women receive.
20. Have students identify and explain the various federal taxes that Congress is permitted to levy
21. Have students define deficit financing and public debt. Explain to them the relationship between the two. Go to www.usdebtclock.org and point out some of the major figures shown on the site. Make sure you familiarize yourself with the site before you show the students.
22. Have students define the commerce power and describe how this clause has expanded the power of the National Government. Find a case study for *Gibbons v. Ogden*, 1824 and have students read through the details of the case and answer questions about the case.
23. Have students identify the currency and bankruptcy powers.
24. Have students research the War Powers Resolution of 1973 and have them write a paragraph starting with "The War Powers Resolution of 1973 has acted as a check of Presidential power by giving Congress the power to....."
25. Have students identify and explain the other expressed powers of Congress. (Naturalization, postal powers, copyrights and patents, weights and measures, eminent domain, and judicial powers.)
26. Have students go to the State Department's web site and list the requirements for Naturalization.
27. Have students go to the U.S. copyright office website; www.copyright.gov/ and research the cost and steps of getting a copyright.
28. Have students go to the U.S. patent and trademark office website; www.uspto.gov/ and identify the steps in getting an idea patented.
29. Have students research a recent eminent domain case and give a description of what happened.
30. Students can create a flowchart to show the events and order of the impeachment process.
31. Have students identify and explain the unique election and impeachment powers that each House of Congress has.
32. Have students identify what fractions of the Senate/Congress are needed to approve presidential appointments, treaties, and impeachments.
33. Simulate the opening day of a new term of Congress by splitting the class in half by dividing your room down the middle. Each side/party is required to select party leaders. Then both parties must fill in committee vacancies. Finally when both groups are finished, they need to notify the President (you) that they are prepared for a State of the Union address.
34. Have students go to www.house.gov and www.senate.gov and research the leaders of each house of Congress. They should include the title of the officer, a description of the office's role, the name of the current officer, and a picture and list of previous experience in politics of the officer.
35. Students should define standing, joint, conference, and select committee.
36. Have students go to www.house.gov and www.senate.gov again and research a congressional committee. Make sure they include the name of the committee, what jurisdiction it has and any current or recent legislation it has dealt with.

37. Have students create a showing the legislative process of how a bill becomes a law. Students can work in groups to write a narrative of the legislative process and find pictures on the internet which correspond to their narrative.
38. If you do not have the time or resources for students to create a photo story, they could just create a powerpoint slideshow with pictures and a written description of each of the steps of the legislative process.
39. Students will describe the roles and formal qualifications of the President.
40. Students will categorize each activity on a President's actual appointment schedule according to the roles involved as a carousel around the room. Each student will add to the previous one's work.
41. Students compile a list of informal qualifications for a President and Vice President based on an analysis of roles.
42. Students will describe the process of succession using a variety of scenarios.
43. Students will reflect on the importance of the Vice President's role as presidential successor.
44. Students will create an oral presentation by researching the expansion and reduction of power during each presidential administration by providing concrete examples and analysis of each.
45. Students can create a pyramid chart that illustrates the different levels of the federal court system.

Assessments:

Diagnostic:

- Pre-test
- Brainstorming activities
- KWL Charts
- Class discussions

Formative:

- Cooperative Learning assignments (Assignments may be counted for one or both courses depending on the specific assignment details)
- Essay assignments
- Class discussions
- Homework assignments
- Student's participation in activities

Summative:

- Chapter 10 Exam
- Chapter 11 Exam
- Chapter 12 Exam
- Chapter 13 Exam
- Oral Presentations
- Section quizzes
- Reading checks
- Constructed Responses

- Unit projects (Assignments may be counted for one or both courses depending on the specific assignment details)

Extensions:

- Students can find a recent news account of a vote cast by one of the members of Pennsylvania's congressional delegation. Then write a brief report on the bill and the way the congressman voted.
- Students can find articles on recent Congressional actions.
- Have students summarize the key facts about the article, identify the specific congressional power involved in each piece of legislation, and determine whether the power is expressed or implied.
- Students can create circle or bar graphs to illustrate the number of bills that are written and submitted, make it out of committee, make it through one house, and make it through both houses.
- Students can look for news reports for examples of a bill that died in Congress and a bill that passed through Congress but was vetoed by the President.
- Students can construct a timeline illustrating when each of the current Supreme Court Justices were appointed to the bench. Students can then make another timeline showing the Presidents that were in office during the appointments of the Justices. The teacher should point out the correlation between the political views of the Justices and the Presidents that appointed them.
- Students can research freedom of speech on the internet and list what types of internet "speech" many people think should be regulated.

Correctives:

- Students can complete guided reading and review sheets if the instructor feels they are needed.
- Students can complete teacher generated worksheets or outlines to review sections.
- Students can complete the chapter assessments available at the end of each chapter in the text.
- Students will be able to compare and contrast the open primary from the closed primary.
- Generate a graphic organizer differentiating between the nomination process for members of Congress and the Presidency.
- Students can complete guided reading and review sheets if the instructor feels they are needed.
- Students can complete teacher generated worksheets or outlines to review sections

Time/Days: 45 Days

BY unit list: Last Chapter Unit 4: Interactions Among Branches of Government and Unit 5, Civil Liberties and Civil Rights.

- **Standards (by number):**

Civics and Government

- Standard Area - 5.1: Principles and Documents of Government
- 5.1.12.A: Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
- 5.1.12.C: Evaluate the application of the principles and ideals in contemporary civic life. Liberty / Freedom/ Democracy / Justice / Equality
- 5.1.12.D: Evaluate state and federal powers based on significant documents and other critical sources. Declaration of Independence, United States Constitution, Bill of Rights , Pennsylvania Constitution
- 5.1.12.E: Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
- 5.1.12.F: Evaluate the role of nationalism in uniting and dividing citizens.
- 5.2.12.A: Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.
- 5.2.12.B: Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
- 5.2.12.C: Evaluate political leadership and public service in a republican form of government.
- 5.2.12.D: Evaluate and demonstrate what makes competent and responsible citizens.
- 5.3.9.A: Examine the process of checks and balances among the three branches of government, including the creation of law.
- 5.3.9.B: Analyze the roles of local, state, and national governments in policy-making.
- 5.3.9.C: Explain how government agencies create, amend and enforce policies in local, state, and national governments.
- 5.3.9.D: Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.
- 5.3.9.E: Compare and contrast the different election processes for local, state, and national offices.
- 5.3.9.F: Explain the Supreme Court's role in interpreting the U.S. Constitution. Individual rights, States' rights, Civil rights
- 5.3.9.G: Analyze the influence of interest groups in the political process.

- 5.3.12.H: Evaluate the importance of freedom of the press and the political influence of mass media.
- 5.3.12.I: Explain various types of taxes and their purposes.
- 5.3.12.J: Compare and contrast various systems of government.
- 5.4.12.A: Examine foreign policy perspectives, including realism, idealism, and liberalism.
- 5.4.12.D: Evaluate the role of mass media in world politics.
- 5.4.12.E: Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy

Speaking and Listening:

- CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
- CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
- CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.
- CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Writing:

- CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.
- CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.
- CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence,

and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

- CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Goals/Objectives: (Numbers indicate DOK Levels)

1. Students will be able to identify and explain the role of the Bureaucracy in the American Government. 3
2. Students will be able to describe how the agencies operate within the government and their mission. 3
3. Students will be able to describe the origin and structure of the National judiciary. 1,2
4. Students will be able to identify the criteria that determine a case's jurisdiction. 1
5. Students will be able to outline the selection process for federal judges. 2
6. Students will be able to identify and describe the roles carried out by federal court officers. 2
7. Students will be able to outline the structure and jurisdiction of the federal district courts. 2
8. Students will be able to describe the structure and jurisdiction of the federal courts of appeals. 2
9. Students will be able to outline the structure and jurisdiction of the two other constitutional courts. 2
10. Students will be able to discuss the 3 components of judicial review, including a reading of Marbury vs. Madison. 3,4
11. Students will be able to construct charts comparing various aspects of the three levels of the federal courts. 4
12. Students will be able to examine the process of becoming a Supreme Court justice, using several examples. 3
13. Students will be able to explain the role of legal precedent in judicial decision making. 2,3
14. Compare and contrast three different rulings that can be reached by the Supreme Court.
15. Briefly examine the Warren, Burger and Rehnquist courts and introduce the concepts of judicial activism and judicial restraint. 3,4
16. Students will be able to explain how the exercise of judicial review can lead to debate about the Supreme Court's power. 4
17. Students will be able to create a case study on one historic Supreme Court case, including the background of the case, the ruling on the case, and the impact the case had on society. 4
18. Students will be able to describe how cases reach the Supreme Court. 2
19. Students will be able to summarize how the Court operates. 2
20. Students will be able to explain how Americans' commitment to freedom led to the creation of a Bill of Rights. 2
21. Students will be able to identify and describe the free exercise clause and the establishment clause of the First Amendment. 2
22. Students will be able to explain the Constitution's guarantees of assembly and petition. 2
23. Students will be able to identify and explain due process of law as set out in the 5th and 14th Amendments. 2
24. Students will be able to explain the importance of the Equal Protection Clause. 2
25. Students will analyze the impact of all of the landmark court cases as set forth by College Board for the AP Government Course. 4

Core Activities and Corresponding Instructional Methods:

1. Go to Crash Course Politics or Heimler's History to watch relative video clips
After the video, ask students what they learned about the U.S. Court System.
2. Students will watch the movie *Hidden Figures*.
3. Students will engage in a class discussion about how judicial review can lead to debate about the Supreme Court's power.
4. Students will describe important details from the landmark cases, explain how those details relate to concepts of government, and they will compare the required cases with other Supreme Court cases. They will create a presentation about their case. They should include; the background about the case, the path of the case through the courts, the parties involved in the case, the constitutional issue of the cases, and the court's decision. Students can present their cases to the class when finished.
5. Examine Freedom of Religion through *Engel vs. Vitale*.
6. Students will research and explain how other branches in the government can limit the Supreme Court's power.
7. Differentiate between the Establishment Clause and the Free Exercise Clause.
8. Students can research and present information on a major civil rights event such as the Greensboro sit-in, Rosa Parks and the bus boycott, the Murder of Emmett Till, or the Life of Martin Luther King. Be sure students discuss how this affected the Civil Rights Movement.
9. Review various forms of Freedom Speech including clothing, art, music, literature, flag burning, and the Internet.
10. Internet research regarding recent attempts to make downloading copyrighted material illegal. Investigate the SOPA act and determine its constitutionality.
11. Examine Freedom of Press through *N.Y. Times vs. U.S.*, *Gitlow vs. New York*, and *Hazelwood vs. Kuhlmeier*.
12. Examination of the Civil War Amendments.
13. Analysis of the transition of society through the courts in regards to segregation through *Dred Scott vs. Sanford* and *Brown vs. Board of Education of Topeka Kansas*.
14. Identify the Civil Rights Act of 1964 for women as well as minorities.
15. Examine the Fifth and Sixth Amendment Rights of the Accused cases..
16. View the film *Gideon's Trumpet* and answer discussion questions.
17. Examine the Fourth Amendment through the applicable court cases.
18. Examine the societal and governmental impacts of affirmative actions from the 1960's-2000, including influential court cases.
19. Watch the movie, *Hamilton*, to review concepts prevalent through the year
20. Students can create a timeline charting the development of the rights of the accused. They should include Act, Amendments, and court decisions that have extended the rights of the accused.
21. Students can research the number of states that participate in the death penalty and create a pie chart or bar graph to display their data. They can then survey students and teachers to see what the general opinion is on the death penalty and create a visual display of this data as well.

Assessments:**Diagnostic:**

- Pre-test
- Brainstorming activities
- KWL Charts
- Class discussions

Formative:

- Essay assignments
- Socratic Seminar
- Homework assignments

Summative:

- Chapter 14 Exam
- Chapter 4 Exam
- Chapter 15 Exam
- Final Common Assessment
- Section quizzes
- Reading checks
- Constructed Responses
- Unit projects (Assignments may be counted for one or both courses depending on the specific assignment details)

Extensions:

1. Research into rights that are sacrificed when students enter a school building.
2. Readings of additional court cases involving civil rights and liberties and a presentation of such cases to the class.

Correctives:

1. Re-teaching of judicial activism and judicial restraint.
2. Chart of all important civil rights and civil liberties court cases

Goals: English

Marking Period One Goals: Over a 45 day period, students will be able to understand the following:

- Characteristics of short fiction and nonfiction, with a focus on figurative language, rhetorical techniques, and other pertinent literary devices extant in a collection of short stories and nonfiction pieces prescribed for this unit
- The ability to examine and explain the content of a diverse range of cross-curricular, informational texts
- The elements of fiction as examined in the works of the authors prescribed for this unit
- The purpose and insight of characters and their conflicts
- The necessity of determining and analyzing the relationship between two or more central ideas of a text, including the development and interaction of the essential ideas
- The importance of coherence in informational writing and speaking
- The importance of determining and clarifying the meaning of unknown and multiple-meaning words and phrases in context
- The importance of writing informative, explanatory, and analytical constructed responses that clearly and accurately examine and express complex ideas, concepts, and information
- The necessity of analytical, close reading skills that aid in drawing evidence from literary and informational texts to support interpretation and analysis
- Pertinent grammatical conventions and concepts as they relate to both composition and the Scholastic Assessment Test (SAT)
- Summer Reading assignments
- Service learning (throughout all marking periods)
- Multiple topics/skills will be addressed through a team teaching model. Several projects will be assigned that incorporate content and skills from both courses

Marking Period Two Goals: Over a 45 day period, students will be able to understand the following:

- Characteristics of poetry, with a focus on figurative language, form, structure, and other pertinent literary and sound devices, extant in a collection of poems prescribed for this unit
- The ability to examine and explain the content of a diverse range of cross-curricular, informational texts
- The purpose and insight of characters and their conflicts
- The necessity of determining and analyzing the relationship between two or more central ideas of a text, including the development and interaction of the essential ideas
- The importance of coherence in informational writing and speaking
- The importance of determining and clarifying the meaning of unknown and multiple-meaning words and phrases in context

- The importance of writing informative, explanatory, and analytical constructed responses that clearly and accurately examine and express complex ideas, concepts, and information
- The necessity of analytical, close reading skills that aid in drawing evidence from literary and informational texts to support interpretation and analysis
- The debate and research process (may rotate marking periods)
- Pertinent grammatical conventions and concepts as they relate to both composition and the Scholastic Assessment Test (SAT)
- Service learning (throughout all marking periods)
- Multiple topics/skills will be addressed through a team teaching model. Several projects will be assigned that incorporate content and skills from both courses

NOTE: Students who did not achieve proficiency on the Keystone as sophomores will have to take the exam again in December and possibly again in May. During the second and fourth marking periods, these students will be attending remediation and will not be accountable for the work that they miss during this time. Four to five weeks before the December remediation and the May remediation will not be utilized for long works OR the research paper.

Marking Period Three Goals: Over a 45 day period, students will be able to understand the following:

- Characteristics of a tragic hero that exist in Fitzgerald's Jay Gatsby
- Characteristics of the novel, with a focus on figurative language, imagery, symbolism, and other pertinent literary devices extant in a work by F. Scott Fitzgerald
- The ability to examine and explain the content of a diverse range of cross-curricular, informational texts
- The elements of fiction as examined in the works of the authors prescribed for this unit
- The purpose and insight of characters and their conflicts
- The necessity of determining and analyzing the relationship between two or more central ideas of a text, including the development and interaction of the essential ideas
- The importance of coherence in informational writing and speaking
- The importance of determining and clarifying the meaning of unknown and multiple-meaning words and phrases in context
- The importance of writing informative, explanatory, and analytical constructed responses that clearly and accurately examine and express complex ideas, concepts, and information
- The necessity of analytical, close reading skills that aid in drawing evidence from literary and informational texts to support interpretation and analysis
- The concepts, precepts, and prerequisites needed for an understanding of the Modern Language Association's (MLA) standards as they relate to the submission of a suitably formatted research paper, rooted in one of the research topics from the second marking period
- Pertinent grammatical conventions and concepts as they relate to both composition and the Scholastic Assessment Test (SAT)
- Service learning (throughout all marking periods)

- Multiple topics/skills will be addressed through a team teaching model. Several projects will be assigned that incorporate content and skills from both courses

Marking Period Four Goals: Over a 45 day period, students will be able to understand the following:

- Characteristics of the tragic hero in Greek, Shakespearean, and modern American drama
- The elements of drama and/or comedy as examined in one work: William Shakespeare's *Macbeth* or *Much Ado About Nothing*
- The elements of drama in another work: Arthur Miller's *The Crucible*
- The ability to examine and explain the content of a diverse range of cross-curricular, informational texts
- The premise of allegory and its application to Miller's work
- The tragic hero as seen in the character of note: John Proctor
- The purpose and insight of characters and their conflicts
- The necessity of determining and analyzing the relationship between two or more central ideas of a text, including the development and interaction of the essential ideas
- The importance of coherence in informational writing and speaking
- The importance of determining and clarifying the meaning of unknown and multiple-meaning words and phrases in context
- The importance of writing informative, explanatory, and analytical constructed responses that clearly and accurately examine and express complex ideas, concepts, and information
- The necessity of analytical, close reading skills that aid in drawing evidence from literary and informational texts to support interpretation and analysis
- Pertinent grammatical conventions and concepts as they relate to both composition and the Scholastic Assessment Test (SAT)
- Service learning (throughout all marking periods)
- Multiple topics/skills will be addressed through a team teaching model. Several projects will be assigned that incorporate content and skills from both courses

NOTE: Students who did not achieve proficiency on the Keystone as sophomores will have to take the exam again in December and possibly again in May. During the second and fourth marking periods, these students will be attending remediation and will not be accountable for the work that they miss during this time. Four to five weeks before the December remediation and the May remediation will not be utilized for long works OR the research paper.

Big Ideas: English

- **Big Idea #1:** Effective readers use appropriate strategies to construct meaning.
- **Big Idea #2:** Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- **Big Idea #3:** Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

- **Big Idea #4:** Effective speakers prepare and communicate messages to address the audience and purpose.
- **Big Idea #5:** Effective research requires the use of varied resources to gain or expand knowledge.
- **Big Idea #6:** Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- **Big Idea #7:** Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
- **Big Idea #8:** An expanded vocabulary enhances one's ability to express ideas and information.

Textbook and Supplemental Resources: English

Print Texts:

- A PDF file, produced by Bryan Pol, consisting of the passages prescribed for this unit, including reading-for-meaning questions for each passage.
- *Latin and Greek Roots: A Study of Word Families, Level XI.*
- William Shakespeare's *The Tragedy of Macbeth*
- Arthur Miller's *The Crucible*
- William Shakespeare's *Much Ado About Nothing*
- F. Scott Fitzgerald's *The Great Gatsby*
- *The Secret Life of Bees* by Sue Monk Kidd
- *Tuesdays with Morrie* by Mitch Albom
- (Other summer reading titles may include: *The Things They Carried* by Tim O'Brien, *Catcher in the Rye* by J.D. Salinger, or *The Great Gatsby* by F. Scott Fitzgerald)

Non-Print Texts:

- EBSCO Databases
- Questia Database
- Gustav Freytag's pyramid, as derived from his *Technik des Dramas* (1863)
- Turnitin.com
- *The Secret Life of Bees* film
- *The Crucible* film
- *Tuesdays with Morrie* film
- *Much Ado About Nothing* film
- *The Great Gatsby* film

Marking Period 1: Non-fiction and Fiction Selections**Time/Days: 45 Days****Standards (by number):**

- Reading Informational Texts:
 - CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
 - CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
 - CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
 - CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
 - CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
 - CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
 - CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
 - CC.1.2.11–12. I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
 - CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
 - CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- Reading Literature:
 - CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
 - CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

- CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.
- CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
- CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- Writing:
 - CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
 - CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
 - CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension.
 - CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

- CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Speaking and Listening:
 - CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
 - CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
 - CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.
 - CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
 - CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Anchors:

- L.F.1 Reading for Meaning—Fiction
- L.F.2 Analyzing and Interpreting Literature – Fiction
- L.N.1 Reading for Meaning – Nonfiction
- L.N.2 Analyzing and Interpreting Literature—Nonfiction

Eligible Content:

- L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
- L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
- L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.F.1.2.4 Draw conclusions about connotations of words.
- L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.
- L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.F.2.1.2 Cite evidence from a text to support generalizations.
- L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
- L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: *Note: Characters may also be called narrator or speaker.
 - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text
 - the relationship between characters and other components of a text
 - the development of complex characters and their roles and functions within a text
- L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:
 - the relationship between setting and other components of a text (character, plot, and other key literary elements)
- L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: *Note: Plot may also be called action.
 - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
 - the relationship between elements of the plot and other components of a text
 - how the author structures plot to advance the action
- L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:
 - the relationship between the theme and other components of a text

- comparing and contrasting how major themes are developed across genres
- the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
- the way in which a work of literature is related to the themes and issues of its historical period
- L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:
 - the relationship between the tone, style, and/or mood and other components of a text
 - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
 - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:
 - the point of view of the narrator as first person or third person point of view
 - the impact of point of view on the meaning of a text as a whole
- L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
- L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
- L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.
- L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
- L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.N.1.2.4 Draw conclusions about connotations of words.
- L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. *Note: Items may target specific paragraphs.
- L.N.1.3.2 Summarize the key details and events of a nonfiction text, in part or as a whole.
- L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.
- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.

- L.N.2.1.2 Cite evidence from a text to support generalizations.
- L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction: *Note: Characters may also be called narrator, speaker, or subject of a biography.
 - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfiction text
 - the relationship between characters and other components of a text
 - the development of complex characters and their roles and functions within a text
- L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: *Note: Plot may also be called action.
 - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
 - the relationship between elements of the plot and other components of a text
 - how the author structures plot to advance the action
- L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:
 - the relationship between the theme and other components of a text
 - comparing and contrasting how major themes are developed across genres
 - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
 - the way in which a work of literature is related to the themes and issues of its historical period
- L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:
 - the relationship between the tone, style, and/or mood and other components of a text
 - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
 - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:
 - the point of view of the narrator as first person or third person point of view
 - the impact of point of view on the meaning of a text as a whole

- L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.
- L.N.2.5.1 Differentiate between fact and opinion.
- L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.
- L.N.2.5.3 Distinguish essential from nonessential information.
- L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfiction text.
- L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfiction text.
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfiction text.

Objectives:

1. Students will be able to use graphic organizers and other reading strategies to analyze key concepts and literary elements in various genres and types of fiction and nonfiction texts. (DOK – Level Four)
2. Students will be able to compare and contrast fiction and nonfiction texts as well as to make connections between literary texts and real-life situations. (DOK – Level Two, DOK – Level Three)
3. Students will be able to draw evidence from fiction and nonfiction texts to support analysis and reflection. (DOK – Level Three, DOK – Level Four)
4. Students will be able to deconstruct text, including nonfiction and fiction, 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)
5. 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)
6. Students will be able to recognize, explain, and evaluate how words and phrases, including literary elements, establish meaning in fiction and nonfiction. In addition, students will demonstrate understanding of literary elements, word relationships, and nuances in word meanings. (DOK Levels 1-4)
7. 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)
8. 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)
9. 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)

10. 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)
11. Students will be able to develop constructed-responses that effectively answer a given prompt. (DOK Level 4)
12. 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 – Level One, DOK – Level Two)
13. Students will be able to use graphic organizers and other reading strategies to analyze key concepts and literary elements in various genres and types of fiction and nonfiction texts. (DOK – Level Four)
14. Students will be able to compare and contrast fiction and nonfiction texts as well as to make connections between literary texts and real life situations. (DOK – Level Two, DOK – Level Three)
15. Students will be able to draw evidence from fiction and nonfiction texts to support analysis and reflection. (DOK – Level Three, DOK – Level Four)
16. Students will recall the definitions of provided collections of words and apply their meaning in context through close reading and reflection of select passages on an assessment. (DOK – Level One, DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

1. Closely read and analyze Sue Monk Kidd's *The Secret Life of Bees* (Other summer reading titles may include *The Things They Carried*, *Catcher in the Rye*, *The Great Gatsby*, and *Tuesdays with Morrie*)
 - a. Direct instruction and review of literary terms, **including** but not limited to: plot: exposition, rising action, climax, falling action, resolution; direct and/or indirect characterization; round and/or flat character; dynamic and/or static character; internal and external conflict; symbolism; foreshadowing; irony: situational, verbal, and dramatic; motivation; setting; point of view: first, third limited, third omniscient; theme. (Note: This unit will serve as an introduction to literary elements.)
 - b. Independent reading and re-reading, annotating the text, and analysis with reading-for-meaning questions:
 - a. Students will be taught the reading strategy of text annotation/talking to the text. This will become second nature as we proceed through the year.
 - i. 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.
 - ii. Discuss the way in which the author uses certain literary elements to advance his/her purpose. After identifying examples of elements, the discussion will focus on the "why" (Why does the

- author choose the element and/or device?) and “how” (How does the element and/or device advance the author’s purpose)
 - iii. Support assumptions with textual evidence.
 - iv. Make predictions based on the text details.
 - v. Make inferences that are not directly stated in a piece of writing
2. Plan and Execute Original Writing Assignments – Constructed Responses
 - a. Review of constructed-response writing – modeling, exemplar deconstruction and analysis, and guided practice.
 - b. Compose constructed-response answers that require students to draw precise and detailed evidence from literary texts to support analysis and/or reflection from *The Secret Life of Bees*.
 3. Students will be required to email their summer reading work to the appropriate teacher on the deadline provided. It is required that all work be submitted to turnitin.com.
 4. Closely read and analyze select works from the 19th and 20th centuries in America, including an equal share of short fiction and non-fiction pieces.
 - a. Independent reading and re-reading, annotating the text, and analysis with reading-for-meaning questions of the following:
 - i. These texts are **required reading** for the unit:
 1. Kate Chopin’s “The Story of an Hour” (Fiction)
 2. Margaret Chase Smith’s “Declaration of Conscience” Speech (Non-Fiction)
 3. Robert Cormier’s “The Moustache” (Fiction)
 - ii. This text is an **optional reading** for the unit:
 1. Melissa Scholes Young’s Opinion-Editorial Piece from *The Washington Post*: “I Don’t Censor the Books My Children Read. I Think They’ll Be Stronger for It.” (Non-Fiction)
 5. Present
 6. Synthesize academic and content vocabulary activities.
 - a. Direct instruction and practice, analysis of roots and affixes, word puzzles, graphic organizers, like Gustav Freytag’s pyramid, in its application to critically analyze the content of fiction pieces prescribed for this unit, and visualization using Smartboard and other technologies, including acceptable Internet sources.
 - b. Observe Latin and Greek roots and examine word families/etymology of words from Units 1 through 4 of the vocabulary series.
 - c. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases in informational and literary texts based on close reading, context, and content.
 7. Comparison and contrast and/or analysis of setting within a work of short fiction to convey tone and mood, the overview of a dynamic character, understanding of conflict, both internal and external, qualities and traits of characters and their subsequent development, and observation of direct and indirect characterization, as well as character motivation, as they apply to characters within one or more works. This process will require students to draw precise and detailed evidence from literary

or informational texts—through constructed response— to support analysis, reflection, and research.

8. Identify, explicate, and analyze the varying narrative perspectives that exist in Kate Chopin’s “The Story of an Hour.”
9. Explicate and analyze Mrs. Mallard’s desire for liberation and freedom from oppression (“The Story of an Hour”).
10. Identify and explain examples of actions, dialogue, or thoughts that contribute to the characterization of Mrs. Mallard.
11. Describe and explicate the elements of structure, form, style, and rhetorical device in the cross-curricular, informational (non-fiction) texts prescribed for this unit and analyze the thematic message—explicitly or implicitly stated—inherent of each piece.
12. Grammatical Concepts – from ancillary textbook materials; also, from supplementary grammar/writing texts (*Write Source*) - Concepts to be addressed shall include (as observed throughout the course of Unit 1/Marking Period 1):
 - a. Comma usage, including commas between independent clauses, commas in a series and to separate equal adjectives, commas after introductory phrases and clauses, commas to set off contrasted elements and appositives, commas with nonrestrictive phrases and clauses, and miscellaneous uses of commas, as outlined in pages 7 to 18 of the *Write Source Skills Book*.
 - b. Semi-colon and colon usage, as outlined in pages 19 to 21 of the *Write Source Skills Book*.
 - c. Hyphens and dash usage, as outlined in pages 22 to 24 of the *Write Source Skills Book*.
 - d. Apostrophe usage, as outlined in pages 25 to 29 of the *Write Source Skills Book*.
 - e. Quotation mark and italics usage, as outlined in pages 30 – 33 of the *Write Source Skills Book*.
13. Special uses of punctuation, including punctuation for research papers, the MLA style, punctuation to create emphasis, and proper bracket and parentheses usage, as outlined on pages 34 to 40 of the *Write Source Skills Book*.
14. For this unit, students will be assessed on their understanding of words from Units 1 to 4 of Book V of *Vocabulary from Latin and Greek Roots: A Study of Word Families* by Elizabeth Osborne, including each word’s definition, usage in a sentence or paragraph, and meaning in context. Here, teachers will use exams prepared and provided by Prestwick House, including the expanded assessments.

Assessments:

Diagnostic:

- Textbook Teacher Resources – Unit Diagnostic Tests
- Vocabulary Warm Up Activities (textbook *Teaching Resources*)
- Practice Keystone (if remediation is needed)
- Grammar exercises from the *Write Source* materials
- Benchmarks (will be administered according to district and department plan)

Formative:

- Constructed Writing Prompt – Analytical, informative, persuasive (can be combined with objective questions on formative assessments)
- Written constructed response to the prompt:

- Identify at least two examples of discrimination displayed in Sue Monk Kidd's novel *The Secret Life of Bees*. Explain how each act of hate developed the plot in the novel. It is essential that you use details from the text to support your response.
- Summer Reading Questions
- Vocabulary Enrichment and Assessment – from ancillary textbook materials, supplementary vocabulary texts, reading selections, and teacher-prepared common quizzes (*Latin and Greek Roots: A Study of Word Families, Level V*)
- Keystone Practice Activities and Assessments (if remediation is needed)

Summative:

- Summer Reading Test
- MP 1 Literature Term Test
- MP 1 Grammar Test
- Vocabulary Test (Units 1-4)
- Reading Assessments/Selection Tests & Quizzes (content and skills-based)
- Unit Common Assessments – Objective and skills-based, derived from *The American Experience, Teaching Resources*

Correctives:

- More wide-ranging in-class close-reading time (oral and independent)
- More extensive direct instruction and modeling of close reading, writing, focused discussion, and presentation strategies
- More extensive use of applicable concrete examples to illustrate abstract concepts
- Mandatory Keystone remediation will occur for all students who did not achieve proficiency on the Keystone Literature Exam.

Extensions:

- Independent supplemental novel(s) with prescribed activities, critical questions, and writing prompts (*Tuesdays with Morrie*, *The Secret Life of Bees*, *The Things They Carried*, and/or *The Catcher in the Rye*)
- Keystone practice sections (additional and more challenging, if needed)
- SAT vocabulary and critical reading activities (additional and more challenging, as needed)

Marking Period 2: Poetry selections / Debates / Nonfiction novel

Time/Days: 45 Days

Standards (by number):

Reading Informational Text:

- CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs
- CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
- CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- CC.1.2.11–12. I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
- CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Reading Literature:

- CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
- CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.

- CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
- CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Writing:

- CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics.
- CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.
- CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise claim.
- CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.
- CC.1.4.9–10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- CC.1.4.9–10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
- CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
- CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile,

and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

- CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.9–10.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.
- CC.1.4.9–10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.1.4.9–10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- CC.1.4.9–10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- CC.1.4.9–10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- CC.1.4.9–10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
- CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
- CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.
- CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Anchors:

- L.F.1 Reading for Meaning—Fiction
- L.F.2 Analyzing and Interpreting Literature – Fiction
- L.N.1 Reading for Meaning – Nonfiction
- L.N.2 Analyzing and Interpreting Literature—Nonfiction

Eligible Content:

- L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
- L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
- L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.F.1.2.4 Draw conclusions about connotations of words.
- L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.
- L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.F.2.1.2 Cite evidence from a text to support generalizations.
- L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
- L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:
 - the relationship between setting and other components of a text (character, plot, and other key literary elements)
- L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:
 - the relationship between the theme and other components of a text
 - comparing and contrasting how major themes are developed across genres
 - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
 - the way in which a work of literature is related to the themes and issues of its historical period
- L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:
 - the relationship between the tone, style, and/or mood and other components of a text
 - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
 - how diction, syntax, figurative language, sentence variety, etc., determine the author's style

- L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:
 - the point of view of the narrator as first person or third person point of view
 - the impact of point of view on the meaning of a text as a whole
- L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
- L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
- L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.
- L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.
- L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
- L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.N.1.2.4 Draw conclusions about connotations of words.
- L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. *Note: Items may target specific paragraphs.
- L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.
- L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.
- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2 Cite evidence from a text to support generalizations.
- L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.
- L.N.2.4.4 Make connections between a text and the content of graphics and charts.
- L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.
- L.N.2.5.1 Differentiate between fact and opinion.
- L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.
- L.N.2.5.3 Distinguish essential from nonessential information.

- L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

Objectives:

1. Students will be able to use graphic organizers and other reading strategies to analyze key concepts and literary elements in various genres and types of fiction and nonfiction texts. (DOK – Level Four)
2. Students will be able to compare and contrast fiction and nonfiction texts as well as to make connections between literary texts and real-life situations. (DOK – Level Two, DOK – Level Three)
3. Students will be able to draw evidence from fiction and nonfiction texts to support analysis and reflection. (DOK – Level Three, DOK – Level Four)
4. Students will be able to deconstruct text, including nonfiction and fiction, 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)
5. 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)
6. Students will be able to recognize, explain, and evaluate how words and phrases, including literary elements, establish meaning in fiction and nonfiction. In addition, students will demonstrate understanding of literary elements, word relationships, and nuances in word meanings. (DOK Levels 1-4)
7. 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)
8. 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)
9. 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)
10. 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)
11. Students will be able to develop constructed responses that effectively answer a given prompt. (DOK Level 4)
12. 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 – Level One, DOK – Level Two)

13. Students will be able to use graphic organizers and other reading strategies to analyze key concepts and literary elements in various genres and types of fiction and nonfiction texts. (DOK – Level Four)
14. Students will be able to compare and contrast fiction and nonfiction texts as well as to make connections between literary texts and real-life situations. (DOK – Level Two, DOK – Level Three)
15. Students will be able to draw evidence from fiction and nonfiction texts to support analysis and reflection. (DOK – Level Three, DOK – Level Four)
16. Students will recall the definitions of provided collections of words and apply their meaning in context through close reading and reflection of select passages on an assessment. (DOK – Level One, DOK – Level Two)
17. Students will be able to conduct research on a current topic, either local, national, or international. (DOK – Level Four)
18. Students will be working in collaborative teams to foster critical thinking, enhance communication skills, promote intellectual engagement through structured arguments and debate. (DOK – Level Four)
19. Students will be able to organize research findings. (DOK – Level Four)
20. Students will be able to annotate the articles that support their position. (DOK – Level Four)
21. Students will be able to construct questions for discussion rounds. Students will include probable answers and follow-up questions as they learn to construct follow-up questions. (DOK – Level Four)
22. Students will be able to construct speeches and persuasive/argumentative essays. (DOK – Level Four)
23. Students will be able to develop and support a thesis with evidence. (DOK – Level Four)
24. Students will be able to provide closure for an argument. (DOK – Level Four)
25. Students will be able to utilize rhetorical devices to present an effective argument. This will include appeals: logical, ethical, emotional (ethos, pathos, logos). (DOK – Level Four)
26. Students will be able to conference with peers and teachers. (DOK – Level Four)
27. Students will be able to participate in mock debates/practice debate in the classroom. (DOK – Level Four)
28. Students will be able to receive feedback and make adjustments. Students will be able to rework and revise and publish formal documents. (DOK – Level Four)
29. Students will be able to present in formal debate situations. (DOK – Level Four)
30. Students will be able to review formal speaking techniques (eye contact, inflection, pace, stage presence, etc.). (DOK – Level Four)

Core Activities and Corresponding Instructional Methods:

1. Closely read and analyze a nonfiction novel.
 - a. Independent reading and re-reading, annotating the text, and analysis with reading-for-meaning questions for Mitch Albom's *Tuesdays with Morrie*.
 - b. Identify, explicate, and analyze the narrative perspective that exists in the novel.
 - c. Identify and explain examples of actions, dialogue, or thoughts that contribute to the characterization of Mitch and Morrie.
 - d. Identify, explicate, and analyze the elements of the novel that exist in the novel.

2. Closely read and analyze select works from the 16th, 17th, 19th, and 20th centuries in America and Europe, including selections from a list of poems over the course of the unit.
 - a. Independent reading and re-reading, annotating the text, and analysis with reading-for-meaning questions of the following:
 - i. These texts are **required reading** for the poetry unit:
 1. Billy Collins’s “Introduction to Poetry” (Poem)
 2. Robert Frost’s “Out, Out—” (Poem)
 3. Robert Frost’s “Stopping by Woods on a Snowy Evening” (Poem)
 4. Robert Frost’s “The Gift Outright” (Poem)
 5. Sylvia Plath’s “Mirror” (Poem)
 6. Yusef Komunyakaa’s “Facing It” (Poem)
 - ii. These texts are **optional** for the poetry unit:
 1. Robert Frost’s “Mending Wall” (Poem)
 2. William Shakespeare’s Sonnet 18 (Poem)
 3. William Shakespeare’s Sonnet 130 (Poem)
 4. Simon and Garfunkel’s “The Sound of Silence” (Song as Poetry)
 5. The Beatles’ “Eleanor Rigby” (Song as Poetry)
3. Synthesize academic and content vocabulary activities.
 - a. Observe Latin and Greek roots and examine word families/etymology of words from Units 5 through 8 of the vocabulary series.
 - b. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases in informational and literary texts based on close reading, context, and content.
4. Describe and explicate the elements of structure, form, and style in the poems prescribed for this unit and analyze the thematic message—explicitly or implicitly stated—inherent of each piece.
5. Identify and explain examples of imagery, especially as it pertains to the natural world, that contribute to the speaker’s contemplations of life and reflections of the human condition in poetry by Robert Frost.
6. Grammatical Concepts – Concepts to be addressed shall include (as observed throughout the course of Unit 2/Marking Period 2):
 - a. Capitalization, numbers and abbreviations, plurals and spellings, and “Using the Right Word” activities, as outlined in pages 41 to 67 of the *Write Source Skills Book*.
 - b. Sentence and composition activities, especially related to:
 - i. Sentence variety (as outlined in pages 137 to 144 of the *Write Source Skills Book*)
 - ii. Subject-verb agreement (as outlined in pages 145 to 149 of the *Write Source Skills Book*)
 - iii. Pronoun-antecedent agreement (as outlined in pages 150 to 154 of the *Write Source Skills Book*)
7. For this unit, students will be assessed on their understanding of words from Units 5 to 8 of Book XI of *Vocabulary from Latin and Greek Roots: A Study of Word Families* by Elizabeth Osborne, including each word’s definition, usage in a sentence

or paragraph, and meaning in context. Here, teachers will use exams prepared and provided by Prestwick House, including the expanded assessments.

8. Debates

- a. Students will research the assigned topic for their respective debate and create an introduction, body, and conclusion speech.
- b. Students should conduct research to find credible sources that support their arguments, including facts, statistics, expert opinions, and real-life examples.
- c. Students will sort the gathered evidence into categories that will be used to support their main points.
- d. The students will create a thesis that will clearly express their main argument and stance on the topic.
- e. Students will create a speech using facts, statistics, studies, expert quotes, historical examples, and real-life anecdotes that support your position.
- f. Students will identify key points the opposing side might argue.
- g. Students will create questions for the debate rounds.
- h. Students will engage in mock debates within the classroom in preparation for the cross-grade level debate.

Assessments:

Diagnostic:

- Textbook Teacher Resources – Unit Diagnostic Tests
- Vocabulary Warm Up Activities (textbook *Teaching Resources*)
- Practice Keystone (if remediation is needed)
- Grammar exercises from the *Write Source* materials

Formative:

- Vocabulary Enrichment and Assessment – from ancillary textbook materials, supplementary vocabulary texts, reading selections, and teacher-prepared common quizzes (*Latin and Greek Roots: A Study of Word Families, Level V*)
- Novel quizzes
- Additional Benchmarks to assess growth and areas of need (will be administered as needed according to district and department plan)
- Keystone Practice Activities and Assessments (if remediation is needed)

Summative:

- Debate Speech
- Novel Test
- MP 2 Literature Term Test
- MP 2 Grammar Test
- Vocabulary Test (Units 5-8)
- Reading Assessments/Selection Tests & Quizzes (content and skills-based)
- Unit Common Assessments – Objective and skills-based, derived from *The American Experience, Teaching Resources*

Correctives:

- More wide-ranging in-class close-reading time (oral and independent)
- More extensive direct instruction and modeling of close reading, writing, focused discussion, and presentation strategies
- More extensive use of applicable concrete examples to illustrate abstract concepts

- Mandatory Keystone remediation will occur for all students who did not achieve proficiency on the Keystone Literature Exam.

Extensions:

- Independent supplemental novel(s) with prescribed activities, critical questions, and writing prompts (*Tuesdays with Morrie*, *The Secret Life of Bees*, *The Things They Carried*, and/or *The Catcher in the Rye*)
- Keystone practice sections (additional and more challenging, if needed)
- SAT vocabulary and critical reading activities (additional and more challenging, as needed)

Marking Period 3: Fiction Novel / Research paper**Time/Days: 45 Days****Standards (by number):**

- Reading Informational Texts:
 - CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
 - CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
 - CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
 - CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
 - CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
 - CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
 - CC.1.2.11–12. I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
 - CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
 - CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- Reading Literature:
 - CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
 - CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

- CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.
- CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
- CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- Writing:
 - CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.
 - CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.
 - CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence,

- and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
- CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
 - CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 - CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
 - CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
 - CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
 - CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Speaking and Listening:
 - CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
- CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Anchors:

- L.F.1 Reading for Meaning—Fiction
- L.F.2 Analyzing and Interpreting Literature – Fiction
- L.N.1 Reading for Meaning – Nonfiction
- L.N.2 Analyzing and Interpreting Literature—Nonfiction

Eligible Content:

- L.F.1.1.1 Identify and/or analyze the author’s intended purpose of a text.
- L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.
- L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
- L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
- L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.F.1.2.4 Draw conclusions about connotations of words.
- L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.
- L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.F.2.1.2 Cite evidence from a text to support generalizations.
- L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
- L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: *Note: Characters may also be called narrator or speaker.
 - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text
 - the relationship between characters and other components of a text
 - the development of complex characters and their roles and functions within a text

- L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:
 - the relationship between setting and other components of a text (character, plot, and other key literary elements)
- L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: *Note: Plot may also be called action.
 - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
 - the relationship between elements of the plot and other components of a text
 - how the author structures plot to advance the action
- L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:
 - the relationship between the theme and other components of a text
 - comparing and contrasting how major themes are developed across genres
 - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
 - the way in which a work of literature is related to the themes and issues of its historical period
- L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:
 - the relationship between the tone, style, and/or mood and other components of a text
 - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
 - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:
 - the point of view of the narrator as first person or third person point of view
 - the impact of point of view on the meaning of a text as a whole
- L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
- L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
- L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.

- L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.
- L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
- L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.
- L.N.2.5.1 Differentiate between fact and opinion.
- L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.
- L.N.2.5.3 Distinguish essential from nonessential information.
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

Objectives:

1. Students will be able to use graphic organizers and other reading strategies to analyze key concepts and literary elements in various genres and types of fiction and nonfiction texts. (DOK – Level Four)
2. Students will be able to compare and contrast fiction and nonfiction texts as well as to make connections between literary texts and real-life situations. (DOK – Level Two, DOK – Level Three)
3. Students will be able to draw evidence from fiction and nonfiction texts to support analysis and reflection. (DOK – Level Three, DOK – Level Four)
4. Students will be able to deconstruct text, including nonfiction and fiction, 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)
5. 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)
6. Students will be able to recognize, explain, and evaluate how words and phrases, including literary elements, establish meaning in fiction and nonfiction. In addition, students will demonstrate understanding of literary elements, word relationships, and nuances in word meanings. (DOK Levels 1-4)
7. 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)
8. 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)
9. 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)

10. 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)
11. Students will be able to develop constructed responses that effectively answer a given prompt. (DOK – Level 4)
12. 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 – Level One, DOK – Level Two)
13. Students will be able to use graphic organizers and other reading strategies to analyze key concepts and literary elements in various genres and types of fiction and nonfiction texts. (DOK – Level Four)
14. Students will be able to compare and contrast fiction and nonfiction texts as well as to make connections between literary texts and real-life situations. (DOK – Level Two, DOK – Level Three)
15. Students will be able to draw evidence from fiction and nonfiction texts to support analysis and reflection. (DOK – Level Three, DOK – Level Four)
16. Students will recall the definitions of provided collections of words and apply their meaning in context through close reading and reflection of select passages on an assessment. (DOK – Level One, DOK – Level Two)
17. Students will be able to construct an acceptable research paper, using proper MLA format. (DOK- Level 4)

Core Activities and Corresponding Instructional Methods:

1. Closely read and analyze a modern American novel.
 - a. Independent reading and re-reading, annotating the text, and analysis with reading-for-meaning questions for F. Scott Fitzgerald's *The Great Gatsby*.
 - b. Identify, explicate, and analyze the narrative perspective that exists in F. Scott Fitzgerald's *The Great Gatsby*.
 - c. Explicate and analyze how the demise of Jay Gatsby is a reflection of the human condition (i.e. our own weaknesses, desires, flaws, and aspirations).
 - d. Identify and explain examples of actions, dialogue, or thoughts that contribute to the characterization of Jay Gatsby.
 - e. Identify, explicate, and analyze the elements of the novel that exist in F. Scott Fitzgerald's *The Great Gatsby*.
2. Synthesize academic and content vocabulary activities.
 - a. Direct instruction and practice, analysis of roots and affixes, word puzzles, graphic organizers, like Gustav Freytag's pyramid, as derived from his *Technik des Dramas* (1863), in its application to critically analyze the content of the novel prescribed for this unit, and visualization using Smartboard and other technologies, including acceptable Internet sources.
 - b. Observe Latin and Greek roots and examine word families/etymology of words from Units 9 through 12 of the vocabulary series.
 - c. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases in literary texts based on close reading, context, and content.

3. Observe an analysis of setting within a novel to convey tone and mood, the overview of a dynamic character, understanding of conflict, both internal and external, qualities and traits of characters and their subsequent development, and observation of direct and indirect characterization, and character motivation as they apply to characters within F. Scott Fitzgerald's *The Great Gatsby*. This process will require students to draw precise and detailed evidence from literary texts—through constructed response—to support analysis, reflection, and research (see Formative Assessments section).
4. Explicate and analyze Jay Gatsby's coping with ambition and unfulfilled hopes and dreams as a reflection of the human condition (i.e. our own weaknesses, desires, flaws, and aspirations).
5. Identify and explain examples of actions, dialogue, or thoughts that contribute to the characterization of characters in *The Great Gatsby*.
6. Describe and explicate the elements of structure, form, and style in the novel prescribed for this unit and analyze the thematic message—explicitly or implicitly stated—inherent in the novel.
7. For this unit, students will be assessed on their understanding of words from Units 9 to 12 of Book XI of *Vocabulary from Latin and Greek Roots: A Study of Word Families* by Elizabeth Osborne, including each word's definition, usage in a sentence or paragraph, and meaning in context. Here, teachers will use exams prepared and provided by Prestwick House, including the expanded assessments.
8. Research paper writing, especially related to:
 - i. Research skills (as outlined on pages 371 to 382 of the *Write Source: A Book for Writing, Thinking, and Learning* text)
 1. Locating valid sources
 - ii. The MLA Research Paper format (as outlined on pages 383 to 416 of the *Write Source: A Book for Writing, Thinking, and Learning* text)
 - iii. Writing responsibly, so as to avoid plagiarism (as outlined on pages 417 to 438 of the *Write Source: A Book for Writing, Thinking, and Learning* text and in keeping with the acceptable guidelines and expectations presented by the English department and the Delaware Valley School District)
 1. Citing sources and creating a proper Works Cited page
 - iv. Summarizing and paraphrasing (as outlined on pages 533 to 550 of the *Write Source: A Book for Writing, Thinking, and Learning* text)
 - v. Developing a useful outline and rough draft
 - vi. Creating a final document that adheres to all MLA guidelines
 - vii. Submitting to turnitin.com (requirement in order to receive credit)

Assessments:

Diagnostic:

- Textbook Teacher Resources – Unit Diagnostic Tests
- Vocabulary Warm Up Activities (textbook *Teaching Resources*)
- Practice Keystone (if remediation is needed)
- Grammar exercises from the *Write Source* materials

Formative:

- Constructed Writing Prompts
- Research Paper
- Reading Assessments / Selection Tests & Quizzes (content and skills-based), agreed upon and used by the English 11 team at large (counting as Skills Application)
- Vocabulary Enrichment and Assessment – from ancillary textbook materials, supplementary vocabulary texts, reading selections, and teacher-prepared common quizzes (derived from the book *Vocabulary from Latin and Greek Roots: A Study of Word Families, Level XI*)
- Keystone Practice Activities and Assessments
- Additional Benchmarks to assess growth and areas of need (will be administered as needed according to district and department plan)

Summative:

- *The Great Gatsby* Test
- Vocabulary Test (Units 9-12)
- Reading Assessments/Selection Tests & Quizzes (content and skills-based)
- Unit Common Assessments – Objective and skills-based, derived from *The American Experience, Teaching Resources*
- Final Research Paper (including a Works Cited page)
 - Note: The research paper will not be accepted if it is not submitted to turnitin.com. Papers that are plagiarized and/or written by AI or any essay writing website will not receive credit.

Correctives:

- More wide-ranging in-class close-reading time (oral and independent)
- More extensive direct instruction and modeling of close reading, writing, focused discussion, and presentation strategies
- More extensive use of applicable concrete examples to illustrate abstract concepts
- Mandatory Keystone remediation will occur for all students who did not achieve proficiency on the Keystone Literature Exam.

Extensions:

- Independent supplemental novel(s) with prescribed activities, critical questions, and writing prompts (*Tuesdays with Morrie*, *The Secret Life of Bees*, and/or *The Things They Carried*)
- Keystone practice sections (additional and more challenging, if needed)
- SAT vocabulary and critical reading activities (additional and more challenging, as needed)

Marking Period 4: Drama**Time/Days: 45 Days****Standards (by number):**

- Reading Informational Texts:
 - CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
 - CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- Reading Literature:
 - CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
 - CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
 - CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
 - CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
 - CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
 - CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
 - CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
 - CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

- Writing:
 - CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
 - CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
 - CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension.
 - CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
 - CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
 - CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 - CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
 - CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
 - CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Speaking and Listening:
 - CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

- CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Anchors:

- L.F.1 Reading for Meaning—Fiction
- L.F.2 Analyzing and Interpreting Literature – Fiction

Eligible Content:

- L.F.1.1.1 Identify and/or analyze the author’s intended purpose of a text.
- L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.
- L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
- L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
- L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.F.1.2.4 Draw conclusions about connotations of words.
- L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.
- L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.F.2.1.2 Cite evidence from a text to support generalizations.
- L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
- L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: *Note: Character may also be called narrator or speaker.
 - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text
 - the relationship between characters and other components of a text
 - the development of complex characters and their roles and functions within a text
- L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:
 - the relationship between setting and other components of a text (character, plot, and other key literary elements)
- L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: *Note: Plot may also be called action.

- elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
- the relationship between elements of the plot and other components of a text
- how the author structures plot to advance the action
- L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:
 - the relationship between the theme and other components of a text
 - comparing and contrasting how major themes are developed across genres
 - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
 - the way in which a work of literature is related to the themes and issues of its historical period
- L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
- L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
- L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.

Objectives:

1. Students will be able to use graphic organizers and other reading strategies to analyze key concepts and literary elements in various genres and types of fiction and nonfiction texts. (DOK – Level Four)
2. Students will be able to compare and contrast fiction and nonfiction texts as well as to make connections between literary texts and real-life situations. (DOK – Level Two, DOK – Level Three)
3. Students will be able to draw evidence from fiction and nonfiction texts to support analysis and reflection. (DOK – Level Three, DOK – Level Four)
4. Students will be able to deconstruct text, including nonfiction and fiction, 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)
5. 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)
6. Students will be able to recognize, explain, and evaluate how words and phrases, including literary elements, establish meaning in fiction and nonfiction. In addition, students will demonstrate understanding of literary elements, word relationships, and nuances in word meanings. (DOK Levels 1-4)
7. 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)

8. 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)
9. 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)
10. 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)
11. Students will be able to develop constructed-responses that effectively answer a given prompt. (DOK Level 4)
12. 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 – Level One, DOK – Level Two)
13. Students will be able to use graphic organizers and other reading strategies to analyze key concepts and literary elements in various genres and types of fiction and nonfiction texts. (DOK – Level Four)
14. Students will be able to compare and contrast fiction and nonfiction texts as well as to make connections between literary texts and real-life situations. (DOK – Level Two, DOK – Level Three)
15. Students will be able to draw evidence from fiction and nonfiction texts to support analysis and reflection. (DOK – Level Three, DOK – Level Four)
16. Students will recall the definitions of provided collections of words and apply their meaning in context through close reading and reflection of select passages on an assessment. (DOK – Level One, DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

1. Closely read and analyze select works from the 17th and 20th centuries in England and America.
 - a. Independent reading and re-reading, annotating the text, and analysis with reading-for-meaning questions for William Shakespeare's *The Tragedy of Macbeth* or *Much Ado About Nothing* and Arthur Miller's *The Crucible*.
 - b. Identify, explicate, and analyze the qualities of a tragic hero that exist in John Proctor of Miller's *The Crucible*.
 - c. Explicate and analyze how the demise / downfall of John Proctor is a reflection of the human condition.
 - d. Explicate and analyze John Proctor's coping with lust, infidelity, theocratic oppression, and hypocrisy as a reflection of the human condition (i.e. our own weaknesses, desires, flaws, and aspirations).
 - e. Identify and explain examples of actions, speech, or thoughts that contribute to the characterization of John Proctor as a tragic hero.
2. Describe and explicate the elements of structure, form, and style in the plays prescribed for this unit (see choices above) and analyze the thematic message—explicitly or implicitly stated—inherent of each play.

3. Identify, explicate, and analyze the elements of drama—especially the conventions of comedy plays—that exist in William Shakespeare’s *Much Ado About Nothing* or tragic plays—that exist in William Shakespeare’s *The Tragedy of Macbeth*.
 - f. Identify and explain examples of actions, dialogue, or thoughts that contribute to the characterization of players in *The Crucible* and *Much Ado About Nothing*.
 - g. Identify and explain elements of language (notably, rhetorical devices, such as emotional, logical, and ethical appeals, reviewed from the concepts taught in English 10) that exist in monologues, soliloquies, and dialogues delivered by certain characters and what each does to contribute to the characterization of specific characters from *Much Ado About Nothing* or *The Tragedy of Macbeth*.
4. Synthesize academic and content vocabulary activities.
 - a. Vocabulary Enrichment – from ancillary textbook materials and reading selections; also, from Book V of *Vocabulary from Latin and Greek Roots: A Study of Word Families* by Elizabeth Osborn
 - b. Direct instruction and practice, analysis of roots and affixes, word puzzles, graphic organizers, like Gustav Freytag’s pyramid in its application to critically analyze the content of the plays prescribed for this unit, and visualization using Smartboard and other technologies, including acceptable Internet sources.
 - c. Observe Latin and Greek roots and examine word families/etymology of words from Units 13 through 16 of the vocabulary series.
 - d. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases in literary texts based on close reading, context, and content.

Assessments:

Diagnostic:

- Textbook Teacher Resources – Unit Diagnostic Tests
- Vocabulary Warm Up Activities (textbook *Teaching Resources*)
- Practice Keystone (if remediation is needed)
- Grammar exercises from the *Write Source* materials

Formative:

- Constructed Writing Prompts
- Quizzes for selected acts
- Reading Assessments / Selection Tests & Quizzes (content and skills-based), agreed upon and used by the English 11 team at large (counting as Skills Application)
- Vocabulary Enrichment and Assessment – from ancillary textbook materials, supplementary vocabulary texts, reading selections, and teacher-prepared common quizzes (derived from the book *Vocabulary from Latin and Greek Roots: A Study of Word Families, Level 5*)
- Keystone Practice Activities and Assessments
- Additional Benchmarks to assess growth and areas of need (will be administered as needed according to district and department plan)

Summative:

- *The Crucible* Test
- *Much Ado About Nothing* or *The Tragedy of Macbeth* Test
- Vocabulary Test (Units 13-16)
- Reading Assessments/Selection Tests & Quizzes (content and skills-based)

- Unit Common Assessments – Objective and skills-based, derived from *The American Experience, Teaching Resources*

Correctives

- More wide-ranging in-class close-reading time (oral and independent)
- More extensive direct instruction and modeling of close reading, writing, focused discussion, and presentation strategies
- More extensive use of applicable concrete examples to illustrate abstract concepts
- Mandatory Keystone remediation will occur for all students who did not achieve proficiency on the Keystone Literature Exam.

Extensions

- Independent supplemental novel(s) with prescribed activities, critical questions, and writing prompts (*Tuesdays with Morrie*, *The Secret Life of Bees*, *The Things They Carried*, and/or *The Catcher in the Rye*)
- Keystone practice sections (additional and more challenging, if needed)
- SAT vocabulary and critical reading activities (additional and more challenging, as needed)