

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

## **Concepts of English 11**

**Grade Level: 11**

**Board Approval date: 2017**

## PLANNED INSTRUCTION

Title of Planned Instruction: CONCEPTS OF ENGLISH 11

Subject Area: English Grade Level: 11

### Course Description:

This course, which is designed for students in need of remediation, is a skills-based class which will allow students to develop the basic skills necessary for success by moving more slowly and including more guided practice than English 11. As a result, this course, which continues to review the skills taught in Concepts of English 10, will provide the English student in need of additional support with a better understanding and command of vocabulary, grammar, writing, research, nonfiction, and literature. The literature presented and discussed in this course, which fosters critical thinking skills, includes works from the following literary genres: poetry, drama, short stories, the novel, and nonfiction. All objective and written assessments are based on Pennsylvania Core Standards and the basic skills required to achieve proficiency on the Pennsylvania Keystone Exam. Students' reading skills are assessed not only with objective standards based quizzes and tests, but also with written answers to constructed response questions. A supplementary objective of this course is to develop and improve students' writing skills. Thus, students will review and be assessed on basic grammar, punctuation, usage, and mechanics. A research paper is a course requirement.

**Time/Credit for the Course: 1 Full Year**

**Curriculum Writing Committee: Margaret Chromey and Alison Newman**

## Curriculum Map

- **Benchmarks will be administered according to district and department plan throughout the year.**
- **Skills remediation and practice will occur throughout the year for students who were not proficient or advanced on the Keystone Exam.**

### Marking Period One

#### Week 1 Arthur Miller- Nonfiction

- Biography (page 328 *All-in-One Workbook*)
- Contemporary Commentary- The Words of Arthur Miller (page 326 *All-in-One Workbook*)
- Connecting Author's Background to Drama

#### Week 2 The Crucible Act 1- Fiction

- Literary Analysis- Plot & Dramatic Exposition Pg. 329
- Reading Strategy- Dialogue & Stage Directions pg. 330
- Constructed Response Act 1
- Reading Complex Texts
- Prefix *grat-*

#### Week 3 The Crucible Act 2- Fiction

- Literary Analysis - Allusion pg. 333
- Reading Strategy- Make and Confirm Predictions Pg. 334
- Constructed Response Act 2
- Conflict; External and Internal
- Suffix *-ology*
- Subject Verb Agreement

#### Week 4 The Crucible Act 3 - Fiction

- Literary Analysis - Dramatic & Verbal Irony pg. 337
- Reading Strategy- Evaluate Arguments Pg. 338
- Constructed Response Act 3
- Characterization: Direct and Indirect
- Legal Terminology
- Commonly Confused Words

#### Week 5 The Crucible Act 4 - Fiction

- Literary Analysis - Tragedy & Allegory pg. 341
- Reading Strategy- Evaluate Influences of Historical Period Pg. 342
- Constructed Response Act 4
- Evaluating Historical Period
- Using Words from Myths
- Sentence fragments and Run-Ons

Week 6 Reviews of “The Crucible” - Nonfiction

- New York Times
- Los Angeles Times
- Compare and Contrast Critical Reviews
- Idioms and idiomatic Expressions

Week 7 “Of Plymouth Plantation” - Nonfiction

- Author’s Purpose & Audience
- Breaking Down sentences
- Synonyms
- Commas

Week 8 “Sinners in the Hands of an Angry God” - Nonfiction

- Sermons
- Using Context Clues
- Correlating Conjunctions
- Archetypes
- Latin Prefix omni- (mini lesson)

Week 9 “Speech in the Virginia Convention” - Nonfiction  
“Speech in the Convention”

- Persuasive Speeches: Compare and Contrast
- Evaluate Persuasive Appeals
- Rhetorical Devices
- Latin and Greek Related Words

**Marking Period Two**

Week 10-11 “Frost’s Poetry” - Fiction

- Blank Verse, Pastorals
- Reading Poetry in Sentences
- Pastorals
- Latin Root *-lum-*

Week 12 “Ambush” - Fiction

- Contemporary Commentary
- Fact vs Fiction
- Identifying with Characters

Week 13 “Self-Reliance” - Nonfiction

- Transcendentalism
- Figurative Language
- Challenging or Questioning the Text
- Latin prefix *ab-*

Week 14 “Civil Disobedience” - Fiction

- Author’s Style
- Analyze Philosophical Assumptions
- Using the root
- Style, Diction, Voice

Week 15-18 “The Catcher in the Rye” - Novel

- Standards Focus - Exploring Expository Writing - JD Salinger Biography
- Standards Focus - Exploring Expository Writing - Understanding Dealing with Loss
- Standards Focus - Historical Context- Post World War II New York City
- Pre-Reading Activities-Discovering Universal Themes
- Pre-Reading Theme Introduction Universal Ideas
- Standards Focus - Symbolism
- Standards Focus - Bildungsroman
- Standards Focus - Elements of Fiction Literary Terms
- Allusions and Terminology
- Standards Focus Chapters 1-3 - Diction and Syntax Part 1
- Standards Focus Chapters 4-6 - Diction and Syntax Part 2
- Standards Focus Chapters 7-9 - Characterization and Foils
- Standards Focus Chapters 7-9 - Connotation and Denotation

**Marking Period Three**

Week 19-21 “The Catcher in the Rye” - Novel

- Standards Focus Chapters 10-12 - Stream-of-Consciousness
- Standards Focus Chapters 13-15 - Types of Conflict
- Standards Focus Chapters 13-15 - Word Roots
- Standards Focus Chapters 16-18 - Perspective
- Standards Focus Chapters 16-18 - Word Parts
- Standards Focus Chapters 19-21 - Themes
- Standards Focus Chapters 22-24 - Absent Characters
- Standards Focus Chapters 25-26 - Symbolism
- Standards Focus Chapters 25-26 - Word Roots

Week 22-25 Research Paper - Research

- Students will be able to conduct research about an author and a famous work he/she wrote.
- Students will write an MLA 8th Edition style research paper analyzing an author’s life, a famous work he/she authored, and note literary elements and style of writing used in the famous work in their research paper.

Week 26 “To Build a Fire” - Fiction

- Jack London -Biography
- Conflict, Setting, Irony
- Making Predictions
- Using the Latin Root *-pend-*
- Using Introductory Phrases and Clauses

Week 27 “An Occurrence at Owl Creek Bridge” - Fiction

- Ambrose Bierce- Biography
- Point of View
- Identify Chronological Order
- Using Latin Root *-dict-*
- Support for Writing- Critical Essays

**Marking Period Four**

Week 28-32 “The Great Gatsby” - Novel

- Standards Focus - Elements of Fiction Literary Terms
- Standards Focus - Exploring Expository Writing - F. Scott Fitzgerald Biography
- Standards Focus - Historical Context- The Jazz Age
- Pre-Reading Activities - Elements of Fiction Activity
- Standards Focus - Allusions, Terminology, & Expressions
- Standards Focus Chapters 1- Narrator and Point of View
- Standards Focus Chapters 2- Characterization
- Standards Focus Chapters 1-2 - Context Clues
- Standards Focus Chapters 3 - Setting
- Standards Focus Chapter 4 - Foreshadow and Prediction
- Standards Focus Chapter 3-4 - Parts of Speech
- Standards Focus Chapter 5 - Symbolism
- Standards Focus Chapter 6 - Figurative Language
- Standards Focus Chapter 5-6 - Word Origins
- Standards Focus Chapter 7 - Style
- Standards Focus Chapter 8 - Tone
- Standards Focus Chapter 9 - Theme
- Standards Focus Chapter 9 - Colors and Symbols

Week 33-34 “Hiroshima” and “The Death of Ball Turret Gunner” - Nonfiction/ Fiction

- John Hershey Biography
- Randall Jarrell Biography
- Implied Theme
- Analyzing Political Assumptions
- Compare and Contrast Text Form

Week 35 - Final Assessment

Week 36 Upfront Magazine Debate Articles (Current Events) - Nonfiction

**UNIT: 1**

**Big Idea # 1:** Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.

Essential Questions:

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

Concepts:

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

Competencies:

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

Big Idea #2 & #3:

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

Essential Questions:

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

### Concepts:

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

### Competencies:

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

*Big Idea #4:* Writing is a recursive process that conveys ideas, thoughts, and feelings.

### Essential Questions:

- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?
- Focus, content, organization, style, and conventions work together to impact writing quality

### Concepts:

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

### Competencies:

- Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience. (focus)
- Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language. (style)



- Use proper conventions to compose in the standard form of the English language. (conventions)
- Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus.
- Use precise vocabulary when developing writing.

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

Essential Questions:

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

Concepts:

- Active listening facilitates learning and communication

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

# Curriculum Plan

**Subject/Unit:** *The Crucible Act 1*  
Arthur Miller Biography

**Time Range-** 7-9 Days

Weeks 1-2

**Standard:** Pennsylvania Core Standards, Keystone Assessment  
Anchors, Keystone Eligible Content

**PA Core Standards / Eligible Content Covered:**

CC.1.2.11-12.G, H, J; CC.1.3.11-12.A, B, C, D, G, H, I, J, K;  
CC.1.4.11-12.A, B, D, F, H, L, R S, U, W; CC.1.5.11-12.A, B, F

**Keystone Assessment Anchors:**

L.F. 1.2., L.F.1.3  
L.F.2.2, L.F.2.3, L.F.2.4 LF.2.5

**Keystone Eligible Content:**

L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1  
L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3, LF.2.3.3, L.F.2.4.1., LF.2.5.3

**Overview:** A drama or play is a story written to be performed by actors. Unlike a short story or novel, a drama presents action mainly through dialogue, the conversation, and speeches of characters. A play typically includes several other key elements such as stage directions and dialogue.

**Focus Question(s):** How does literature shape or reflect society?

**Goals:** Students will gain a deeper understanding of drama and a more sophisticated way of discussing the focus question. In addition, students will prepare to read complex texts by identifying text structures that provide different kinds of information, analyze the overall plot, and specifically the dramatic exposition while reading drama. Students will gain an understanding of characters as people and why they act the way they do through stage directions and dialogue in a play.

**Objectives:**

1. Students will be able to support ideas with details and examples, citing evidence from the text. (DOK- Level Three)
2. Students will be able to connect and discuss the focus question and how it relates to the featured text. (DOK – Level Four)
3. Students will prepare to read complex texts by identifying text structures that provide different kinds of information. (DOK – Level Two)

4. Students will be able to analyze the overall plot, and specifically the dramatic exposition while reading drama. (DOK – Level Four)
5. Students will construct an understanding of characters as people and why they act the way they do through stage directions and dialogue in a play. (DOK- Level Two)

**Essential Content/Objectives:**

- Defining Drama
- Connecting Author’s Background Biography to Drama
- Plot and Dramatic Exposition
- Dialogue and Stage Directions
- Complex Texts
- Sentence Fragments and Run-ons
- Prefix *grat-*

**Core Activities and Instructional Methods:**

**\*Assign all students online options to the Pearson Realize Digital Class Account student access. When Chromebooks are not available, hard copies of documents will be provided.**

:

- Differentiated skills focused activities, whole group instruction, small group instruction, computer center
- Present bell ringer from *Pearson Bell Ringer Week 1-2*.
- Introduce the focus question: “*How does literature shape or reflect society?*”
- View *Get Connected* video using Interactive Digital Path online resource.
- Introduce academic vocabulary that will be found in text and on standardized exams (**dramatic script, fact, monologue, opinion, soliloquy, speaker, stage directions, dialogue, plot, exposition, rising action, climax, falling action, resolution, drama**)
- Introduce *Meet the Author* using Interactive Digital Path online resource and assign *Biography: Arthur Miller Worksheet* on student resources. Pages 1118-1119 in text or hard copy.
- View *Background Video- The Crucible* using Interactive Digital Path online resource.
- Introduce *The Crucible Act 1*. Pages 1124-1158 in Hardcover Text - *The same page numbers in online text*.
- Distribute Graphic Organizer - Before You Read A: *Text Structures* for student completion. (Hard Copy or Online Option)
- Investigate constructed response question: “*Analyze Reverend Parris’s comments and actions. Explain what they reveal about his motivations. Use information from the passage to support your analysis.*” or allow students to select alternate question from assigned online constructed response questions for Act 1.
- As whole group, read aloud *The Crucible Act 1* while viewing story on Smart Board and in textbooks.

- Utilizing discussion and text annotation, the class will explore the text through a process of student discovery. As needed, teacher modeling will occur at the onset of this process, and students will gradually take charge of their learning. (This process will occur throughout the year.)
- Distribute Graphic Organizer: After You Read A: *Dramatic Exposition* for student completion. (Hard Copy or Online Option)
- Using *Literary Analysis: Plot and Dramatic Exposition* worksheet, assigned to student Pearson Realize class account or as a hard copy with Act 1 of the play, students will answer the six questions online and share with teacher.
- Using *Reading Strategy: Dialogue and Stage Directions* worksheet, assigned to student Pearson Realize class account or as hard copy with Act 1 of the play, students will complete the chart based on the dialogue, stage directions, and background information, online, from Act 1 of the play and share.
- Small group: Actively read *The Crucible Act 1*. Mark up text on Pearson Realize Student Edition. Assess and analyze the dramatic play and significant details
- Small Group: Mini lesson on *prefix grat-* students then complete *Vocabulary Builder* page assigned online or as hard copy.
- Independent work: Using *Test Selection* have students investigate questions while applying new concepts and verifying answers using information from the text. Once completed, submit *Test Selection* online or as hard copy.
- Independent work: Formulate a comprehensive answer to the constructed response question, citing evidence from the text. Select one constructed response to complete on the assigned *Online Constructed Response Assessment* and submit typed response or hard copy.

### **Assessments:**

#### **Diagnostic:**

- Classroom Diagnostic Tool scores from previous year
- Keystone Literature Results

#### **Formative:**

- Teacher observation and questioning
- Monitoring work on graphic organizer and marking up text
- Literary Analysis Activity (*Digital Online Resources or All in One Workbook, page 329*)
- Reading Strategy Activity (*Digital Online Resources or All in One Workbook, page 330*)
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

#### **Summative:**

- Selection Test (*Digital Online Resources or hard copy*)
- Vocabulary Quiz
- Constructed Response (*Digital Online Resources or hard copy*)

**Extensions:**

To further investigate the climate in America during Arthur Miller's life, students will read the *Enrichment Social Studies* lesson regarding McCarthyism and answer the questions that follow. This document is found in the assigned worksheet section online or as a hard copy.

**Correctives:**

- If students struggle with some of the literary terminology referenced in this story, provide them with the definitions.
- If students struggle with the reading passage, allow them to listen to the audio as their second read.
- Have students read selection online in the Student Edition Adapted Version
- Study Island and Skills Focus - to be utilized with students who are in need of skills remediation

**Materials and Resources:**

- *Pearson Common Core Literature*
- Internet
- *Study Island*
- Pearsonrealize.com
- Chromebooks
- Headphones

**Subject/Unit:** *The Crucible Act 2*  
Week(s) - 3

**Time Range** 4-5 Days

**Standard:** Pennsylvania Core Standards, Keystone Assessment  
Anchors, Keystone Eligible Content

**PA Core Standards / Eligible Content Covered:**

CC.1.2.11-12.G, H, J; CC.1.3.11-12.A, B, C, D, G, H, I, J, K  
CC.1.4.11-12.A, B, D, F, H, L, R S, U; W CC.1.5.11-12.A, B, F

**Keystone Assessment Anchors:**

L.F. 1.2., L.F.1.3  
L.F.2.1., L.F.2.2., L.F.2.3, L.F.2.4 LF.2.5

**Keystone Eligible Content:**

L.F.1.2.1, L.F.1.2.2 L.F.1.2.3 L.F.1.2.4 L.F.1.3.1  
L.F.2.1.2., L.F.2.2.1 L.F.2.2.2. L.F.2.2.3, L.F.2.2.4 L.F.2.3, LF.2.3.3, L.F.2.4.1, L.F.2.5.1,  
LF.2.5.3

**Overview:** A conflict is a struggle between opposing forces. There are two broad categories of conflict: external and internal conflict. Some conflicts in this play arise out of the stern religious world that defines the Salem Community. It is also revealed through Biblical allusions, or references to figures, stories, or settings from the Bible. Staying alert to important details and changes in characters and situations by making predictions about what will happen next.

**Focus Question(s):** How does literature shape or reflect society?

**Goals:** Students will gain a deeper understanding of drama and a more sophisticated way of discussing the focus question. In addition, students will prepare to read complex texts by making predictions about what will happen next by staying alert to important details and changes in the play. Students will identify conflict, both internal and external, and recognize allusion, references to figures, stories, or settings.

**Objectives:**

1. Students will be able to support ideas with details and examples, citing evidence from the text. (DOK- Level Three)
2. Students will be able to connect and discuss the focus question and how it relates to the featured text. (DOK – Level Four)
3. Students will prepare to read complex texts by making predictions about what will happen next by staying alert to important changes in the play. (DOK – Level Two)
4. Students will be able to identify conflict, both internal and external, while reading drama. (DOK – Level Four)
5. Students will construct an understanding of allusion, references to figures, stories, or settings. (DOK- Level Two)

### **Essential Content/Objectives:**

- Conflict: External and Internal
- Allusion
- Making predictions
- Suffix *-ology*
- Subject Verb Agreement

### **Core Activities and Instructional Methods:**

**Assign all students online options to the Pearson Realize Digital Class Account student access. When Chromebooks are not available, hard copies of documents will be provided.**

- Differentiated skills focused activities, whole group instruction, small group instruction, computer center
- Present bell ringer from *Pearson Bell Ringer Week 3*.
- Introduce the focus question: “*How does literature shape or reflect society?*”
- Introduce academic vocabulary that will be found in text and on standardized exams (**allusion, mood, conflict/problem, cultural significance, drama, irony, tone, character, implicit, explicit**)
- View *Background Video- The Crucible* using Interactive Digital Path online resource.
- Introduce *The Crucible Act 2*, pages 1160- 1182 in Hardcover Text - *The same page numbers in online text.*
- Distribute Graphic Organizer - *Before You Read B: Making Predictions* for student completion. (Hard Copy or Online Option)
- Investigate constructed response question “*The puritans lacked laws to protect people from illegal searches and arrests. Analyze how this fact illustrates the laws and citizen’s rights of this time-period throughout Act 2 of the play. Use information from the passage to support your analysis.*” or allow students to select alternate question from assigned online constructed response questions for Act 2.
- As whole group, read aloud “*The Crucible Act 2*” while viewing story on Smart Board and in textbooks.
- Utilizing discussion and text annotation, the class will explore the text through a process of student discovery. As needed teacher modeling will occur at the onset of this process, and students will gradually take charge of their learning. (This process will occur throughout the year.)
- Distribute Graphic Organizer: *After You Read B: Allusion* for student completion. (Hard Copy or Online Option)
- Using *Literary Analysis: Allusion* worksheet, assigned to student Pearson Realize class account with Act 2 of the play or provide hard copy, students will explain the verbal or dramatic irony that exists in the provided passages.

- Using *Reading Strategy: Make and Confirm Predictions* worksheet, assigned to student Pearson Realize class account with Act 2 of the play or provide hard copy, students will complete the chart to help evaluate the arguments of each character in the trial, from Act 2 of the play.
- Small group: Actively read “*The Crucible Act 2.*” Mark up text on Pearson Realize Student Edition or hard copy. Assess and analyze the dramatic play and significant details.
- Small Group: Mini lesson on *suffix -ology* students then complete *Vocabulary Builder Section A* page assigned online or hardcopy and submit to teacher.
- Small Group: Mini lesson - *Subject/Verb Agreement* Practice and Assess Reading and Literacy intervention Book pages 394-395
- Independent work: Using *Test Selection* have students investigate questions while applying new concepts and verifying answers using information from the text. Once completed, submit *Test Selection* to teacher or hardcopy.
- Independent work: Formulate a comprehensive answer to the constructed response question, citing evidence from the text. Select one constructed response to complete on the assigned *Online Constructed Response Assessment* and submit typed response to teacher or hardcopy.

### **Assessments:**

#### **Diagnostic:**

- Benchmark: Per District Plan
- Keystone Literature Results

#### **Formative:**

- Teacher observation and questioning
- Monitoring work on graphic organizer and marking up text
- Literary Analysis Activity (*Digital Online Resources or All in One Workbook, page 333*)
- Reading Strategy Activity (*Digital Online Resources or All in One Workbook page 334*)
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

#### **Summative:**

- Cumulative Skills Test
- Cumulative Grammar Test
- Selection Test (*Digital Online Resources or hardcopy*)
- Vocabulary Quiz
- Constructed Response (*Digital Online Resources or hardcopy*)

#### **Extensions:**

Suppose that you are developing your own film adaptation of Act 2 of *The Crucible*. How will you have to alter the Act (if at all) to make it appropriate for modern filming? What additional stage directions will be required? Consider these issues as you answer



the questions. This document is found in the assigned worksheet section online.  
(Document is found in Act 2 Online activities or page 1167 of text.)

**Correctives:**

- If students struggle with some of the literary terminology referenced in this story, provide them with the definitions.
- If students struggle with the reading passage, allow them to listen to the audio as their second read.
- Have students read selection online in the Student Edition *Adapted Version*.
- Study Island and Skills Focus - to be utilized with students who are in need of skills remediation

**Materials and Resources:**

- Pearson Common Core Literature (Text)
- Pearson Realize Online Resources
- Pearson Literature Bell Ringers
- Chromebooks
- Headphones

**Subject/Unit:** *The Crucible Act 3*  
**Week(s) -** 4

**Time Range** 4-5 Days

**Standard:** Pennsylvania Core Standards, Keystone Assessment  
Anchors, Keystone Eligible Content

**PA Core Standards / Eligible Content Covered:**

CC.1.2.11-12.G, H, J; CC.1.3.11-12.A, B, C, D, G, H, I, J, K;  
CC.1.4.11-12.A, B, D, F, H, L, R S, U; W CC.1.5.11-12.A, B, F

**Keystone Assessment Anchors:**

L.F. 1.2., L.F.1.3

L.F.2.2, L.F.2.3, L.F.2.4 LF.2.5

**Keystone Eligible Content:**

L.F.1.2.1, L.F.1.2.2 L.F.1.2.3 L.F.1.2.4 L.F.1.3.1

L.F.2.2.1 L.F.2.2.2., L.F.2.2.3, L.F.2.2.4 L.F.2.3, L.F.2.3.1, LF.2.3.3, L.F.2.4.1, L.F.2.5.1,  
LF.2.5.3

**Overview:** Characterization is the art of revealing character’s personalities. In direct characterization, the author simply tells the reader what a character is like. A playwright may use direct characterization, often in stage directions, and indirect characterization in which characters’ traits are revealed through their actions, words, and reactions. In drama, situations are not always what they seem. When there is a contrast between expectation and reality, irony is at work. As you read, evaluate arguments used to bring accusations and condemn the innocent. Determine the premise that underlies the accusations and trace the logic that supports the argument.

**Focus Question(s):** How does literature shape or reflect society?

**Goals:** Students will gain a deeper understanding of drama and a more sophisticated way of discussing the focus question. In addition, students will prepare to read complex texts by evaluating arguments used to bring accusations and condemn the innocent. Determine the premise that underlies the accusations and trace the logic that supports the argument. Students will identify characterization, both direct and indirect and recognize that when there is a contrast between expectation and reality, irony is at work.

**Objectives:**

1. Students will be able to support ideas with details and examples, citing evidence from the text. (DOK - Level Three)
2. Students will be able to connect and discuss the focus question and how it relates to the featured text. (DOK – Level Four)
3. Students will prepare to read complex texts by evaluate arguments used to bring accusations and condemn the innocent. (DOK – Level Two)

4. Students will be able to identify characterization, both direct and indirect, while reading drama. (DOK – Level Four)
5. Students will distinguish when there is a contrast between expectation and reality, irony is at work. (DOK- Level Two)

**Essential Content/Objectives:**

- Irony, Dramatic and Verbal
- Evaluating Arguments
- Characterization, Direct and Indirect
- Legal terminology
- Commonly Confused Words

**Core Activities and Instructional Methods:**

**Assign all students online options to the Pearson Realize Digital Class Account student access. When Chromebooks are not available, hard copies of documents will be provided.**

- Differentiated skills focused activities, whole group instruction, small group instruction, computer center
- Present bell ringer from *Pearson Bell Ringer Week 4*.
- Introduce the focus question: “How does literature shape or reflect society?”
- Introduce academic vocabulary that will be found in text and on standardized exams (**author’s purpose, main idea, supporting detail, prefix, suffix, affix, universal character, universal significance, objective, subjective**)
- View *Background Video- The Crucible* using Interactive Digital Path online resource.
- Introduce *The Crucible Act 3*, pages 1186-1214 in Hardcover Text - *The same page numbers in online text.*
- Distribute Graphic Organizer - *Before You Read B: Evaluating Arguments* for student completion. (Hardcopy or Online Option)
- Investigate constructed response question “Analyze the irony in Mary Warren’s statement “I -- have no power,” when she is being interrogated in front of Abigail Williams. Use information from the passage to support your analysis.” or allow students to select alternate question from assigned online constructed response questions for Act 3.
- As whole group, read aloud *The Crucible Act 3* while viewing story on Smart Board and in textbooks.
- Utilizing discussion and text annotation, the class will explore the text through a process of student discovery. As needed teacher modeling will occur at the onset of this process, and students will gradually take charge of their learning. (This process will occur throughout the year.)
- Distribute Graphic Organizer: *After You Read B: Dramatic & Verbal Irony* for student completion. (Hardcopy or Online Option)

- Using *Literary Analysis Dramatic and Verbal Irony*: worksheet, assigned to student Pearson Realize class account or hardcopy with Act 3 of the play, students will explain the verbal or dramatic irony that exists in the provided passages.
- Using *Reading Strategy: Evaluate Arguments* worksheet, assigned to student Pearson Realize class account or hardcopy with Act 3 of the play, students will complete the chart to evaluate the arguments of each character in the trial, from Act 3 of the play.
- Small group: Actively read *The Crucible Act 3*. Mark up text on Pearson Realize Student Edition. Assess and analyze the dramatic play and significant details.
- Small Group: Mini lesson on *Legal Terminology* students then complete *Vocabulary Builder Section A*, page assigned online or as a hard copy and submit to teacher.
- Small Group: Mini lesson - *Commonly Confused Words Practice* and Assess Reading and Literacy intervention Book pages 354-355
- Independent work: Using *Test Selection* have students investigate questions while applying new concepts and verifying answers using information from the text. Once completed, submit *Test Selection* or hardcopy to teacher.
- Independent work: Formulate a comprehensive answer to the constructed response question, citing evidence from the text. Select one constructed response to complete on the assigned *Online Constructed Response Assessment* and submit typed response or hardcopy.

### **Assessments:**

#### **Diagnostic:**

- Benchmark: Per District Plan
- Keystone Literature Results

#### **Formative:**

- Teacher observation and questioning
- Monitoring work on graphic organizer and marking up text
- Literary Analysis Activity (*Digital Online Resources or All in One Workbook, page 337*)
- Reading Strategy Activity (*Digital Online Resources or All in One Workbook, page 338*)
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

#### **Summative:**

- Selection Test (*Digital Online Resources or hardcopy*)
- Vocabulary quiz
- Constructed response (*Digital Online Resources or hardcopy*)

**Extensions:**

Act III of *The Crucible* gives us Miller's interpretation of how the American colonists may have felt toward court proceedings, judges, and legal matters in general. Then, just as now, courtrooms were places where people were morally obligated to tell the truth. Judges were powerful people who commanded the respect of those around them. There were also procedures to follow, such as the lawful way to make an arrest or to present evidence. Use the information on this page to draw conclusions about a legal career. (Document is found in Act 3 Online Activities and Worksheets or page 1202 in text.)

**Correctives:**

- If students struggle with some of the literary terminology referenced in this story, provide them with the definitions.
- If students struggle with the reading passage, allow them to listen to the audio as their second read.
- Have students read selection online in the Student Edition *Adapted Version*
- Study Island and Skills Focus - to be utilized with students who are in need of skills remediation

**Materials and Resources**

- Pearson Common Core Literature (Text)
- Pearson Realize Online Resources
- Pearson Literature Bell Ringers
- Chromebooks
- Headphones

**Subject/Unit:** *The Crucible Act 4*

**Time Range-** 4-5 Days

**Week(s)** - 5

**Standard:** Pennsylvania Core Standards, Keystone Assessment  
Anchors, Keystone Eligible Content

**PA Core Standards / Eligible Content Covered:**

CC.1.2.11-12.G, H, J; CC.1.3.11-12.A, B, C, D, G, H, I, J, K;  
CC.1.4.11-12.A, B, D, F, H, L, R S, U,W; CC.1.5.11-12.A,B,F

**Keystone Assessment Anchors:**

L.F. 1.2., L.F.1.3

L.F.2.2, L.F.2.3, L.F.2.4 LF.2.5

**Keystone Eligible Content:**

L.F.1.2.1, L.F.1.2.2 L.F.1.2.3 L.F.1.2.4 L.F.1.3.1

L.F.2.2.1 L.F.2.2.2., L.F.2.2.3, L.F.2.2.4 L.F.2.3, LF.2.3.3, L.F.2.4.1., LF2.5.1, LF.2.5.3

**Overview:** Tragedy is a dramatic form that was first developed in Ancient Greece. A tragedy usually has the following characteristics: a tragic hero, a tragic flaw, an inevitable downfall, wisdom gained by play's end. In drama, an allegory is a story with more than one layer of meaning: a literal meaning and a more symbolic meaning. As you read, evaluate the influences of the historical period as the author presents them in a play.

**Focus Question(s):** How does literature shape or reflect society?

**Goals:** Students will gain a deeper understanding of drama and a more sophisticated way of discussing the focus question. In addition, students will prepare to read complex texts by evaluating the influences of the historical period as the author presents them in a play. Students will identify the characteristics of a tragedy and recognize the literal and symbolic meanings of an allegory while reading a play.

**Objectives:**

1. Students will be able to support ideas with details and examples, citing evidence from the text. (DOK- Level Three)
2. Students will be able to connect and discuss the focus question and how it relates to the featured text. (DOK – Level Four)
3. Students will prepare to read complex texts by evaluating the influences of the historical period as the author presents them in a play. (DOK – Level Two)

4. Students will be able to identify the characteristics of a tragedy, while reading drama. (DOK – Level Four)
5. Students will differentiate between the literal and symbolic meanings of an allegory while reading a play. (DOK- Level Two)

**Essential Content/Objectives:**

- Tragedy Characteristics
- Allegory: Literal and Symbolic meaning
- Evaluating Historical Period
- Sentence Fragments and Run-Ons
- Using words from Myths

**Core Activities and Instructional Methods:**

**Assign all students online options to the Pearson Realize Digital Class Account student access. When Chromebooks are not available, hard copies of documents will be provided.**

- Differentiated skills focused activities, whole group instruction, small group instruction, computer center
- Present bell ringer from *Pearson Bell Ringer Week 5*.
- Introduce the focus question: “*How does literature shape or reflect society?*”.
- Introduce academic vocabulary that will be found in text and on standardized exams (**Foreshadow, Flashback, Narrative, Style, Making Predictions, Connotation, Denotation, Text Organization and Structure, Narrator, Voice, Elements of Fiction, Drawing Conclusions**)
- View *Background Video- The Crucible* using Interactive Digital Path online resource.
- Introduce *The Crucible Act 4*, pages 1216-1234 in Hardcover Text - *The same page numbers in online text.*
- Distribute Graphic Organizer - *Before You Read B: Evaluating Influences of Historical Period* for student completion. (Hardcopy or Online Option)
- Investigate constructed response question “*Analyze how Arthur Miller conveys the theme that fear and suspicion are infectious and can produce a mass hysteria that destroys public order and rationality. Use information from the passage to support your analysis.*” or allow students to select alternate question from assigned online constructed response questions for Act 4.
- As whole group, read aloud *The Crucible Act 4* while viewing story on Smart Board and in textbooks.
- Utilizing discussion and text annotation, the class will explore the text through a process of student discovery. As needed teacher modeling will occur at the onset of this process, and students will gradually take charge of their learning. (This process will occur throughout the year.)
- Distribute Graphic Organizer: *After You Read B: Allegory* for student completion. (Hardcopy or Online Option)

- Using *Literary Analysis Tragedy and Allegory*: worksheet, assigned to student Pearson Realize class account or hardcopy, students will answer the questions on the activity sheet referring to Act IV of the play.
- Using *Reading Strategy: Evaluating the Influences of the Historical Period* worksheet, assigned to student Pearson Realize class account or as hardcopy, students will complete the graphic organizer using Act IV of the play to guide them.
- Small group: Actively read *The Crucible Act 4*. Mark up text on Pearson Realize Student Edition or hardcopy. Assess and analyze the dramatic play and significant details.
- Small Group: Mini lesson on *Using Words from Myths* students then complete *Vocabulary Builder Section A*, page assigned online and submit to teacher.
- Small Group: Mini lesson: *Sentence Fragments and Run-Ons* page assigned online or hardcopy and submit to teacher.
- Independent work: Using *Test Selection* have students investigate questions while applying new concepts and verifying answers using information from the text. Once completed, submit *Test Selection* to teacher or hardcopy.
- Independent work: Formulate a comprehensive answer to the constructed response question, citing evidence from the text. Select one constructed response to complete on the assigned *Online Constructed Response* assessment and submit typed response to teacher or hardcopy

### **Assessments:**

#### **Diagnostic:**

- Benchmark: Per District Plan
- Keystone Literature Results

#### **Formative:**

- Teacher observation and questioning
- Monitoring work on graphic organizer and marking up text
- Literary Analysis Activity (*Digital Online Resources or All in One Workbook, page 341*)
- Reading Strategy Activity (*Digital Online Resources or All in One Workbook, page 342*)
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

#### **Summative:**

- Selection Test (*Digital Online Resources or hardcopy*)
- Vocabulary Quiz
- Constructed Response (*Digital Online Resources or hardcopy*)

### **Extensions:**

Research - Time after time in the workplace, those who are well prepared with thorough documentation succeed. In *The Crucible*, Giles Corey succeeds in many of his legal dealings by doing his own research. Indeed, some of the credibility of the play comes from the fact that Miller had done enough research to seem authoritative on the events



of 1692. Today, knowing how to research is a valuable skill. Show how the preceding principles of research might have been used by Arthur Miller in preparing to write *The Crucible*. (Document found in Act 4 Online activities and worksheets or page 1231 in text)

**Correctives:**

- If students struggle with some of the literary terminology referenced in this story, provide them with the definitions.
- If students struggle with the reading passage, allow them to listen to the audio as their second read.
- Have students read selection online in the Student Edition *Adapted Version*
- Study Island and Skills Focus - to be utilized with students who are in need of skills remediation

**Materials and Resources:**

- Pearson Common Core Literature (Text)
- Pearson Realize Online Resources
- Pearson Literature Bell Ringers
- Chromebooks
- Headphones

**Subject/Unit:** Newspaper Article Review

**Time Range** 4-5 Days

Week(s) – 6

**Standard:** Pennsylvania Core Standards, Keystone Assessment  
Anchors, Keystone Eligible Content

**PA Core Standards / Eligible Content Covered:**

CC.1.2.11-12.G, H, J; CC.1.3.11-12.A, B, C, D, G, H, I, J, K;  
CC.1.4.11-12.A, B, D, F, H, L, R S, U, W; CC.1.5.11-12.A, B, F

**Keystone Assessment Anchors:**

LN.1.2. LN.1.3  
LN.2.1, LN.2.2, LN.2.3, LN.2.4, LN.2.5

**Keystone Eligible Content:**

LN.1.2.1, LN.1.2.2 LN.1.2.3 LN.1.2.4 LN.1.3.1  
LN.2.1.1, LN.2.1.2, LN.2.2.1 LN.2.2.2, L.N.2.2.3, L.N.2.2.4 LN.2.3, LN.2.3.3, LN.2.4.1,  
LN.2.4.4, LN.2.5.1, LN.2.5.2, LN.2.5.3, LN.2.5.4, LN.2.5.5, LN.2.5.6

**Overview:** A review is a persuasive nonfiction article in which a writer states an opinion about a work of art. A feature article is a work of nonfiction about a general-interest topic that focuses on trends, events, or personalities. As you read reviews and features, distinguish between fact and opinion and assess how the writer applies different types of information to build and support his or her ideas.

**Focus Question(s):** How does literature shape or reflect society?

**Goals:** Students will gain a deeper understanding of nonfiction and a more sophisticated way of discussing the focus question. In addition, students will prepare to read complex texts by distinguishing between fact and opinion and assessing how the writer applies different types of information to build and support his or her ideas. Students will identify a review as a persuasive nonfiction article in which a writer states an opinion about a work of art. In addition, a feature article is a work of nonfiction about a general-interest topic that focuses on trends, events, or personalities.

**Objectives:**

1. Students will be able to support ideas with details and examples, citing evidence from the text. (DOK- Level Three)
2. Students will be able to connect and discuss the focus question and how it relates to the featured text. (DOK – Level Four)
3. Students will prepare to read complex texts by distinguishing between fact and opinion and assessing how the writer applies different types of information to build and support his or her ideas. (DOK – Level Two)

4. Students will be able to identify a review as a persuasive nonfiction article in which a writer states an opinion about a work of art (DOK – Level Four)
5. Students will differentiate between a feature article as a work of nonfiction about a general-interest topic that focuses on trends, events, or personalities rather than a news article. (DOK- Level Two)

**Essential Content/Objectives:**

- Analyzing argumentative texts and expository texts
- Reading a nonfiction review
- Reading a feature article
- Distinguishing between fact and fiction

**Core Activities and Instructional Methods:**

**Assign all students online options to the Pearson Realize Digital Class Account student access. When Chromebooks are not available, hard copies of documents will be provided.**

- Differentiated skills focused activities, whole group instruction, small group instruction, computer center
- Present bell ringer from *Pearson Bell Ringer Week 6*.
- Introduce the focus question: “*How does literature shape or reflect society?*”.
- Introduce academic vocabulary that will be found in text and on standardized exams (**Fact, opinion, author’s argument, assumption, author’s position, completeness, credible, defense of a claim, objective, relevance, subjective, support, valid**)
- Introduce “The New York Times Theatre Review,” “Los Angeles Times Film Review” and “The New York Times Feature Article” pages 1250-1255 in Hardcover Text - *The same page numbers in online text.*
- Distribute Graphic Organizer - *Form for Analyzing Primary Source Articles* (Hardcopy or Online Option)
- Investigate constructed response question “*Distinguish between fact and opinion in the feature article by citing two opinions and two facts it presents. Analyze if the article relies more heavily on fact or on opinion. Use information from the passage to support your analysis.*”
- As whole group, read all three articles aloud to class while viewing articles on Smart Board and in textbooks.
- Utilizing discussion and text annotation, the class will explore the text through a process of student discovery. As needed teacher modeling will occur at the onset of this process, and students will gradually take charge of their learning. (This process will occur throughout the year.)
- Distribute Graphic Organizer: *After You Read B: Allegory* for student completion. (Hardcopy or Online Option)
- Small group: Actively read the three articles. Mark up text on Pearson Realize Student Edition or hardcopy. Assess and analyze fact and opinion in the articles.

- Small Group: Mini lesson on *Literary Criticism: Political Practice* page. Students then complete *Literary Criticism: Political Assess* page assigned online or hardcopy.
- Small Group: Mini lesson *Idioms and Idiomatic Expressions* page assigned online or hardcopy and Language Study Workshop Idioms hardcopy.
- Independent work: Formulate a comprehensive answer to the constructed response question, citing evidence from the text. Select one constructed response to complete on the assigned *Online Constructed Response* assessment and submit typed response or hardcopy.

### **Assessments:**

#### **Diagnostic:**

- Benchmark: Per District Plan
- Keystone Literature Results

#### **Formative:**

- Teacher observation and questioning
- Monitoring work on graphic organizer and marking up text
- Literary Analysis Activity (*Digital Online Resources or All in One Workbook, page 346*)
- Reading Strategy Activity (*Digital Online Resources or All in One Workbook, page 347*)
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

#### **Summative:**

- Selection Test (*Digital Online Resources or hardcopy*)
- Vocabulary Quiz
- Constructed Response (*Digital Online Resources or hardcopy*)

### **Extensions:**

What makes a review credible, or believable? What makes a writer credible or believable? Should the reviews we read be considered credible? Why? What would students be qualified to review? Write a review of a product or performance of student choice. Present the review to the class.

### **Correctives:**

- If students struggle with some of the literary terminology referenced in this story, provide them with the definitions.
- If students struggle with the reading passage, allow them to listen to the audio as their second read.
- Have students read selection online in the Student Edition *Adapted Version*
- Study Island and Skills Focus - to be utilized with students who are in need of skills remediation

### **Materials and Resources**

- Pearson Common Core Literature (Text)
- Pearson Realize Online Resources
- Pearson Literature Bell Ringers
- Chromebooks
- Headphones

**Subject/Unit:** “Of Plymouth Plantation”  
**Week(s) - 7**

**Time Range-** 4-5 Days

**Standard:** Pennsylvania Core Standards, Keystone Assessment  
Anchors, Keystone Eligible Content

**PA Core Standards / Eligible Content Covered:**

CC.1.2.11-12.G, H, J; CC.1.3.11-12.A, B, C, D, G, H, I, J, K;  
CC.1.4.11-12.A, B, D, F, H, L, R S, U; W CC.1.5.11-12.A, B, F

**Keystone Assessment Anchors:**

LN.1.1, L.N. 1.2., LN.1.3  
L.N.2.2, L.N.2.3, L.N.2.4 LN.2.5

**Keystone Eligible Content:**

LN.1.1.1, LN.1.1.2, LN.1.1.3, LN.1.1.4, L.N.1.2.1, L.N.1.2.2 L.N.1.2.3 L.N.1.2.4  
L.N.1.3.1  
LN2.2.1, LN.2.2.2, L.N.2.2.3, L.N.2.2.4 L.N.2.3, LN.2.3.3, L.N.2.4.1., LN.2.5.3

**Overview:** To understand a nonfiction reading selection, it is helpful to identify the author’s purpose and audience. An author’s purpose is his or her reason for writing. General purposes for writing are to inform, to entertain, and to persuade. As you read, monitor your understanding and clarify the meaning by breaking down long sentences. To do so, separate a complex sentence into its essential parts- the subject and the verb.

**Focus Question(s):** What makes American Literature American?

**Goals:** Students will gain a deeper understanding of nonfiction text and a more sophisticated way of discussing the focus question. In addition, students will prepare to read complex texts by monitoring their understanding and clarifying the meaning by breaking down long sentences. Students will identify the author’s purpose and audience and recognize the general purposes for writing which are to inform, to entertain, and to persuade.

**Objectives:**

1. Students will be able to support ideas with details and examples, citing evidence from the text. (DOK- Level Three)
2. Students will be able to connect and discuss the focus question and how it relates to the featured text. (DOK – Level Four)
3. Students will prepare to read complex texts by monitoring their understanding and clarifying the meaning by breaking down long sentences. (DOK – Level Two)
4. Students will be able to identify the author’s purpose and audience (DOK – Level Four)

5. Students will recognize the general purposes for writing which are to inform, to entertain, and to persuade. (DOK- Level Two)

**Essential Content/Objectives:**

- Author's Purpose and Audience
- Breaking Down Sentences
- Synonyms
- Comma usage

**Core Activities and Instructional Methods:**

**Assign all students online options to the Pearson Realize Digital Class Account student access. When Chromebooks are not available, hard copies of documents will be provided.**

- Differentiated skills focused activities, whole group instruction, small group instruction, computer center
- Present bell ringer from *Pearson Bell Ringer Week 7*.
- Introduce the focus question: “*What makes American Literature American?*”
- Introduce academic vocabulary that will be found in text and on standardized exams (**affirmed, calamity, consultation, certify, encountered, entangled, omit, perceiving, author's purpose, audience**)
- View *Background Video- “Of Plymouth Plantation”* using Interactive Digital Path online resource.
- Introduce “*Of Plymouth Plantation,*” pages 56-65 in Hardcover Text - *The same page numbers in online text.*
- Distribute Graphic Organizer - *Before You Read B: Breaking-Down Sentences* for student completion. (Hardcopy or Online Option)
- Investigate constructed response question “*William Bradford wrote because he wanted to make a historical record of the early days of the Plymouth Colony. However, he also wanted to provide life lessons for his audience. In a brief essay, identify one passage in “Of Plymouth Plantation” in which Bradford switches from “telling” to “teaching.” Explain the lesson that he wants his audience to learn. Cite specific details from the passage and describe how they support the message Bradford wants to communicate.*” or allow students to select alternate question from assigned online constructed response questions for the story.
- As whole group, read aloud “Of Plymouth Plantation” while viewing story on Smart Board and in textbooks.
- Utilizing discussion and text annotation, the class will explore the text through a process of student discovery. As needed teacher modeling will occur at the onset of this process, and students will gradually take charge of their learning. (This process will occur throughout the year.)
- Distribute Graphic Organizer: *After You Read B: Author's Purpose* for student completion. (Hardcopy or Online Option)

- Using *Literary Analysis Author's Purpose and Audience*: worksheet, assigned to student Pearson Realize class account with the story or hardcopy, students will answer the questions on the activity sheet referring to "Of Plymouth Plantation" of the play.
- Using *Reading Strategy: Breaking Down Sentences* worksheet, assigned to student Pearson Realize class account with the text or hardcopy, students will complete the sentence breakdown questions 1-3.
- Small group: Actively read "Of Plymouth Plantation." Markup text on Pearson Realize Student Edition or hardcopy. Assess and analyze significant details.
- Small Group: Mini lesson on *Reading Warm Up A* - students then complete *activities* assigned online or hardcopy.
- Small Group: Mini lesson *Reading Warm Up B* page assigned online or hardcopy.
- Small Group: Mini lesson: *Synonyms and Commas*
- Independent work: Using *Test Selection* have students investigate questions while applying new concepts and verifying answers using information from the text. Once completed, submit *Test Selection* to teacher or hardcopy.
- Independent work: Formulate a comprehensive answer to the constructed response question, citing evidence from the text. Select one constructed response to complete on the assigned *Online Constructed Response Assessment* and submit typed response or hardcopy.

### **Assessments:**

#### **Diagnostic:**

- Benchmark: Per District Plan
- Keystone Literature Results

#### **Formative:**

- Teacher observation and questioning
- Monitoring work on graphic organizer and marking up text
- Literary Analysis Activity (*Digital Online Resources or All in One Workbook, page 21*)
- Reading Strategy Activity (*Digital Online Resources or All in One Workbook, page 22*)
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

#### **Summative:**

- Selection Test (*Digital Online Resources or hardcopy*)
- Vocabulary Quiz
- Constructed Response (*Digital Online Resources or hardcopy*)

**Extensions:**

Immigrants in America- The idea is that some of today's immigrants to the United States also face hardships- similar to and different from those faced by the immigrants to Plymouth. Conduct research into obstacles immigrants face today, say learning the language, finding housing, finding employment, and dealing with earlier settlers in the area. Devise ways to present comparisons and contrasts between today's immigrants and those of 1620. (Document found in "Of Plymouth Plantation" Online activities and worksheets.)

**Correctives:**

- If students struggle with some of the literary terminology referenced in this story, provide them with the definitions.
- If students struggle with the reading passage, allow them to listen to the audio as their second read.
- Have students read selection online in the Student Edition *Adapted Version*
- Study Island and Skills Focus - to be utilized with students who are in need of skills remediation

**Materials and Resources**

- Pearson Common Core Literature (Text)
- Pearson Realize Online Resources
- Pearson Literature Bell Ringers
- Chromebooks
- Headphones



**Subject/Unit:** “Sinners in the Hands of an Angry God”      **Time Range** 4-5 Days

**Week(s)** - 8

**Standard:** Pennsylvania Core Standards, Keystone Assessment  
Anchors, Keystone Eligible Content

**PA Core Standards / Eligible Content Covered:**

CC.1.2.11-12.G, H, J; CC.1.3.11-12.A, B, C, D, G, H, I, J, K;  
CC.1.4.11-12.A, B, D, F, H, L, R S, U,W; CC.1.5.11-12.A, B, F

**Keystone Assessment Anchors:**

L.N. 1.2., LN.1.3

L.N.2.2, L.N.2.3, L.N.2.4 LN.2.5

**Keystone Eligible Content:**

L.N.1.2.1, L.N.1.2.2 L.N.1.2.3 L.N.1.2.4 L.N.1.3.1

L.N.2.2.1, L.N.2.2.2, L.N.2.2.3, L.N.2.2.4 L.N.2.3, LN.2.3.3, L.N.2.4.1., LN.2.5.3

**Overview:** A sermon is a speech given from a pulpit in a house of worship usually as part of a religious service. A sermon conveys the speaker’s message or point of view. A sermon is a type of oratory, or formal public speaking. Oratory features include persuasion, emotional appeal, addresses the concerns of the audience, colorful language, and call for the audience to take action. Archetypes are patterns, images, and character types that are found universally and found in sermons. As you read, monitor your comprehension of unfamiliar words and look for context clues, surrounding words and phrases to help decipher meanings.

**Focus Question(s):** How does literature shape or reflect society?

**Goals:** Students will gain a deeper understanding of nonfiction text and a more sophisticated way of discussing the focus question. In addition, students will prepare to read complex texts by monitoring comprehension of unfamiliar words and looking for context clues, surrounding words, and phrases to help decipher meanings. Students will analyze sermons, the messages of a sermon, and the features of a sermon. Students will recognize that sermons are a form of an oratory. Some features of oratories include persuasion, emotional appeal, addresses the concerns of the audience, colorful language, and call for the audience to take action. Students will identify archetypes in sermons.

**Objectives:**

1. Students will be able to support ideas with details and examples, citing evidence from the text. (DOK- Level Three)
2. Students will be able to connect and discuss the focus question and how it relates to the featured text. (DOK – Level Four)
3. Students will prepare to read complex texts by monitoring their comprehension of unfamiliar words and looking for context clues, surrounding words and phrases to help decipher meanings. (DOK – Level Two)

4. Students will analyze sermons, the messages of a sermon, and the features of a sermon. Students will recognize that sermons are a form of an oratory and some features of oratories include persuasion, emotional appeal, address the concerns of the audience, offer colorful language, and call for the audience to take action. (DOK – Level Four)
5. Students will recognize identify archetypes in sermons. (DOK- Level Two)

**Essential Content/Objectives:**

- Sermons and features
- Using Context Clues
- Archetypes
- Correlating Conjunctions and Latin Prefix omni- (mini lesson)

**Core Activities and Instructional Methods:**

**Assign all students online options to the Pearson Realize Digital Class Account student access. When Chromebooks are not available, hard copies of documents will be provided.**

- Differentiated skills focused activities, whole group instruction, small group instruction, computer center
- Present bell ringer from *Pearson Bell Ringer Week 8*.
- Introduce the focus question: “How does literature shape or reflect society?”
- Introduce academic vocabulary that will be found in text and on standardized exams (***sermon, oratory, archetypes, context clues, abhors, abominable, circumstances, congregation, duration, infinite, moderation, righteousness***)
- View *Background Video- Sermons* using Interactive Digital Path online resource.
- Introduce “Sinners in the Hands of an Angry God,” pages 84-92 in Hardcover Text - *The same page numbers in online text.*
- Distribute Graphic Organizer - *Before You Read A: Using Context Clues* for student completion. (Hardcopy or Online Option)
- Investigate constructed response question “*Analyze how the purpose and message of Edward’s oratory are persuasive. What does he want the audience to do or think? Use evidence from the sermon to support your answer.*” or allow students to select alternate question from assigned online constructed response questions for the story.
- As whole group, read aloud “Sinners in the Hands of an Angry God” while viewing story on Smart Board and in textbooks.
- Utilizing discussion and text annotation, the class will explore the text through a process of student discovery. As needed teacher modeling will occur at the onset of this process, and students will gradually take charge of their learning. (This process will occur throughout the year.)
- Distribute Graphic Organizer: *After You Read A: Sermon* for student completion. (Hardcopy or Online Option)

- Using *Literary Analysis Sermon (Persuasive Oratory)*: worksheet, assigned to student Pearson Realize class account or hardcopy, answer the questions 1-6 on the activity sheet referring to “Sinners in the Hands of an Angry God.”
- Using *Reading Strategy: Use Context Clues* worksheet, assigned to student Pearson Realize class account or hardcopy, students will complete questions 1-5.
- Small group: Actively read “Sinners in the Hands of an Angry God.” Markup text on Pearson Realize Student Edition or hardcopy. Assess and analyze the sermon and significant details.
- Small Group: Mini lesson on *Reading Warm Up A* - students then complete *activities* assigned online or hardcopy.
- Small Group: Mini lesson *Reading Warm Up B*- page assigned online or hardcopy and submit to teacher.
- Small Group: Mini lesson Grammar and Style: Correlative Conjunctions and prefix *omni*-.
- Independent work: Using *Test Selection* have students investigate questions while applying new concepts and verifying answers using information from the text. Once completed, submit *Test Selection* to teacher or hardcopy.
- Independent work: Formulate a comprehensive answer to the constructed response question, citing evidence from the text. Select one constructed response to complete on the assigned *Online Constructed Response* Assessment and submit typed response to teacher or hardcopy.

### **Assessments:**

#### **Diagnostic:**

- Benchmark: Per District Plan
- Keystone Literature Results

#### **Formative:**

- Teacher observation and questioning
- Monitoring work on graphic organizer and marking up text
- Literary Analysis Activity (*Digital Online Resources or All in One Workbook, page 33*)
- Reading Strategy Activity (*Digital Online Resources or All in One Workbook, page 34*)
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

#### **Summative:**

- Selection Test (*Digital Online Resources or hardcopy*)
- Vocabulary Quiz
- Constructed Response (*Digital Online Resources or hardcopy*)

### **Extensions:**

One of the chief aims of Jonathan Edwards’s sermon is to persuade members of his flock to change their ways. His main persuasive technique is to provide examples of how God’s wrath will be visited on those who do not repent and begin to live their lives according to God’s precepts. Techniques of persuasion also play a very important role

in the workplace. While the emotion and stark imagery of Edwards's sermon would be out-of-place in a modern work environment, the persuasive bent of his sermon is a good jumping-off point for an examination of how we can use persuasion at work and in our daily lives. Write a memo to an appropriate party (fellow club members or your manager, for example) in which you explain your idea and try to persuade your audience of its merits. Remember to use examples and logical reasoning and to include supporting documentation if you think it would help your case.

**Correctives:**

- If students struggle with some of the literary terminology referenced in this story, provide them with the definitions.
- If students struggle with the reading passage, allow them to listen to the audio as their second read.
- Have students read selection online in the Student Edition *Adapted Version*
- Study Island and Skills Focus - to be utilized with students who are in need of skills remediation

**Materials and Resources**

- Pearson Common Core Literature (Text)
- Pearson Realize Online Resources
- Pearson Literature Bell Ringers
- Chromebooks
- Headphones

**Subject/Unit:** “Speech in the Virginia Convention”  
“Speech in the Convention”

**Time Range** 4-5 Days

**Week(s)** - 9

**Standard:** Pennsylvania Core Standards, Keystone Assessment  
Anchors, Keystone Eligible Content

**PA Core Standards / Eligible Content Covered:**

CC.1.2.11-12.G, H, J; CC.1.3.11-12.A, B, C, D, G, H, I, J, K;  
CC.1.4.11-12.A, B, D, F, H, L, R, S, U, W; CC.1.5.11-12.A, B, F

**Keystone Assessment Anchors:**

L.N. 1.2., LN.1.3  
L.N.2.2, L.N.2.3, L.N.2.4 LN.2.5

**Keystone Eligible Content:**

L.N.1.2.1, L.N.1.2.2 L.N.1.2.3 L.N.1.2.4 L.N.1.3.1  
L.N.2.2.1, L.N.2.2.2 L.N.2.2.3, L.N.2.2.4 L.N.2.3, LN.2.3.3, L.N.2.4.1,  
LN.2.5.1, LN.2.5.2, LN.2.5.3, LN.2.5.4, LN.2.5.5, LN.2.5.6

**Overview:** A speech is a nonfiction work delivered orally to an audience. Three types of speeches include political speech, address, and sermon. Speeches typically include rhetorical devices such as restatement, anaphora, allusion, and rhetorical questions. These devices emphasize key points, make speeches more memorable, and move reader’s emotions. As readers prepare to compare literary works, they can analyze speakers’ political assumptions, the political ideas they take for granted. As readers prepare to read complex text, they should note each argument in each speech and analyze an appeal to friendly and hostile audiences, considering how each audience might respond.

**Focus Question(s):** How does literature shape or reflect society?

**Goals:** Students will gain a deeper understanding of speeches and a more sophisticated way of discussing the focus question. In addition, students will prepare to read complex texts by noting the arguments in each speech and analyzing appeals to friendly and hostile audiences, considering how the audiences might respond. Students will analyze speeches, the types of speeches, and their features. Students will recognize that speeches typically include rhetorical devices such as restatement, anaphora, allusion, and rhetorical questions. As readers prepare to compare literary works, they can analyze speakers’ political assumptions, the political ideas they take for granted.

**Objectives:**

1. Students will be able to support ideas with details and examples, citing evidence from the text. (DOK- Level Three)

2. Students will be able to connect and discuss the focus question and how it relates to the featured text. (DOK – Level Four)
3. Students will prepare to read complex texts by noting the arguments in each speech and analyzing appeals to friendly and hostile audiences, considering how the audiences might respond. (DOK – Level Two)
4. Students will analyze speeches, the types of speeches, and their features. Students will recognize that speeches typically include rhetorical devices such as restatement, anaphora, allusion, and rhetorical questions. (DOK – Level Four)
5. Students will compare literary works, they can analyze speakers’ political assumptions, the political ideas they take for granted. (DOK- Level Two)

**Essential Content/Objectives:**

- Comparing Persuasive Speeches
- Evaluating Persuasive Appeals
- Rhetorical Devices
- Latin and Greek related words

**Core Activities:**

**Assign all students online options to the Pearson Realize Digital Class Account student access. When Chromebooks are not available, hard copies of documents will be provided.**

- Present bell ringer from *Pearson Bell Ringer Week 9*.
- Introduce the focus question: “How does literature shape or reflect society?”
- Introduce academic vocabulary that will be found in text and on standardized exams (***avert, conduct, cope, invincible, reconciled, reserve, revere, sentiments, rhetorical devices, repetition, restatement***)
- View *Background Video- Speeches* using Interactive Digital Path online resource.
- Introduce “Speech in the Virginia Convention” and “Speech in the Convention” pages 98-108 in Hardcover Text - *The same page numbers in online text.*
- Distribute Graphic Organizer - *Before You Read A: Critique an Appeal to Friendly and Hostile Audiences* for student completion. (Hardcopy or Online Option)
- Investigate constructed response question “*Compare and contrast the persuasive messages in the two speeches. Analyze what both authors want their audiences to think and do. Use evidence from the speeches to support your answer.*” or allow students to select alternate question from assigned online constructed response questions for the story.
- As whole group, read aloud “Speech in the Virginia Convention” and “Speech in the Convention” while viewing story on Smart Board and in text books.
- Utilizing discussion and text annotation, the class will explore the text through a process of student discovery. As needed teacher modeling will occur at the onset of this process, and students will gradually take charge of their learning. (This process will occur throughout the year.)
- Distribute Graphic Organizer: *After You Read A: Speeches* for student completion. (Hardcopy or Online Option)

- Using *Literary Analysis Persuasive Speeches*: worksheet, assigned to student Pearson Realize class account or hardcopy, answers the questions on the activity sheet referring to the two speeches.
- Using *Reading Strategy: Evaluating Persuasive Appeals* worksheet, assigned to student Pearson Realize class account or hardcopy, students will complete questions 1-3.
- Small group: Actively read “Speech in the Virginia Convention” and “Speech in the Convention.” Markup text on Pearson Realize Student Edition. Assess and analyze the speeches and persuasive techniques.
- Small Group: Mini lesson on *Reading Warm Up A* - students then complete *activities* assigned online and submit to teacher.
- Small Group: Mini lesson *Reading Warm Up B* page assigned online and submit to teacher.
- Small Group: Mini lesson *Related Words: Greek and Latin Roots*
- Independent work: Using *Test Selection* have students investigate questions while applying new concepts and verifying answers using information from the text. Once completed, submit *Test Selection* to teacher or hardcopy.
- Independent work: Formulate a comprehensive answer to the constructed response question, citing evidence from the text. Select one constructed response to complete on the assigned *Online Constructed Response* assessment and submit typed response to teacher or hardcopy. Use the Integrated Language Skills: Support for Writing: Compare and Contrast Essay sheet, or complete online to plan constructed response.

### **Assessments:**

#### **Diagnostic:**

- Benchmark: Per District Plan
- Keystone Literature Results

#### **Formative:**

- Teacher observation and questioning
- Monitoring work on graphic organizer and marking up text
- Literary Analysis Activity (*Digital Online Resources or All in One Workbook, page 38*)
- Reading Strategy Activity (*Digital Online Resources or All in One Workbook, page 39*)
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

#### **Summative:**

- Selection Test (*Digital Online Resources or hardcopy*)
- Vocabulary Quiz
- Constructed Response (*Digital Online Resources or hardcopy*)
- Cumulative Skills Test
- Cumulative Grammar Test

**Extensions:**

Patrick Henry and Benjamin Franklin were both gifted public speakers who could hold the attention of an audience and persuade listeners to accept their views. Today, many politicians, religious leaders, and others in the public eye have similar talents. However, the ability to present information in a persuasive manner is also vital to less public figures, such as those involved in advertising, sales, and public relations. People in those fields regularly use most of the basic techniques of public speaking, including the four listed below. On the lines below, write a persuasive radio ad for a product that you like or a cause that you want others to support. Include at least one example of each of the four persuasive techniques described above. (Accompanying worksheet assigned online to Pearson Realize Class account or hardcopy)

**Correctives:**

- If students struggle with some of the literary terminology referenced in this story, provide them with the definitions.
- If students struggle with the reading passage, allow them to listen to the audio as their second read.
- Have students read selection online in the Student Edition *Adapted Version*
- Study Island and Skills Focus - to be utilized with students who are in need of skills remediation

**Materials and Resources**

- Pearson Common Core Literature (Text)
- Pearson Realize Online Resources
- Pearson Literature Bell Ringers
- Chromebooks
- Headphones



## **Marking Period 2**

**Subject/Unit:** Robert Frost's Poetry

**Time Range-** 8-10 Days

Week(s) - 10-11

**Standard:** Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

### **PA Core Standards / Eligible Content Covered:**

CC.1.2.11-12.G, H, J; CC.1.3.11-12.A, B, C, D, G, H, I, J, K;  
CC.1.4.11-12.A, B, D, F, H, L, R S, U, W; CC.1.5.11-12.A, B, F

### **Keystone Assessment Anchors:**

L.F. 1.2., LF.1.3

L.F.2.2, L.F.2.3, L.F.2.4 LF.2.5

### **Keystone Eligible Content:**

L.F.1.2.1, L.F.1.2.2 L.F.1.2.3 L.F.1.2.4 L.F.1.3.1

L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4 L.F.2.3.5, L.F.2.4.1., LF.2.5.1, LF2.5.2

**Overview:** Robert Frost wove sound and sense into his poems that are among the best loved in American Literature. He often wrote blank verse or unrhymed iambic pentameter, which mimics the sound of natural speech. Most of his poems are categorized as pastorals or poems that deal with rural settings. As students prepare to read Frost's poetry, they can clarify the essential meaning of the poems by reading them in sentences rather than poetic lines.

**Focus Question(s):** What is the relationship between literature and place?

**Goals:** Students will gain a deeper understanding of pastoral poetry and a more sophisticated way of discussing the focus question. In addition, students will prepare to read complex texts by clarifying the essential meaning of the poems by reading them in sentences rather than poetic lines. Students will analyze sound and sense in Frost's poetry. Students will recognize blank verse or unrhymed iambic pentameter, which mimics the sound of natural speech.

### **Objectives:**

1. Students will be able to support ideas with details and examples, citing evidence from the text. (DOK- Level Three)
2. Students will be able to connect and discuss the focus question and how it relates to the featured text. (DOK – Level Four)
3. Students will prepare to read complex texts by clarifying the essential meaning of poems by reading them in sentences rather than poetic lines. (DOK- Level Two)
4. Students will analyze sound and sense in Frost's poetry. (DOK – Level Four)

5. Students will recognize blank verse or unrhymed iambic pentameter, which mimics the sound of natural speech. (DOK- Level Two)

**Essential Content/Objectives:**

- Blank Verse
- Pastorals
- Reading Poetry in Sentences
- Latin root *-lum-*

**Core Activities and Instructional Methods:**

**Assign all students online options to the Pearson Realize Digital Class Account student access. When Chromebooks are not available, hard copies of documents will be provided.**

- Differentiated skills focused activities, whole group instruction, small group instruction, computer center
- Present bell ringer from *Pearson Bell Ringer Week 10-11*.
- Introduce the focus question: “*What is the relationship between literature and places?*”
- Introduce academic vocabulary that will be found in text and on standardized exams (***boulders, limp, mischief, offense, poise, proclaimed, shed, subdued, poetry, blank verse, pastorals***)
- View *Background Video- The Gift Outright* using Interactive Digital Path online resource.
- Introduce “Poetry of Frost,” pages 872-886 in Hardcover Text - *The same page numbers in online text.*
- Distribute Graphic Organizer - *Before You Read A: Reading Poems in Sentences* for student completion. (Hardcopy or Online Option)
- Investigate constructed response question “*After reading Robert Frost’s poems “The Road Not Taken,” and “Stopping by the Woods on a Snowy Evening”, analyze the similarities in the speaker’s conflicts Use evidence from the sermon to support your answer.*” or allow students to select alternate question from assigned online constructed response questions for the story.
- As whole group, read aloud “Poetry of Frost” while viewing story on Smart Board and in textbooks.
- Utilizing discussion and text annotation, the class will explore the text through a process of student discovery. As needed teacher modeling will occur at the onset of this process, and students will gradually take charge of their learning. (This process will occur throughout the year.)
- Distribute Graphic Organizer: *After You Read A: Pastoral* for student completion. (Hardcopy or Online Option)
- Using *Literary Analysis Blank Verse and Pastorals* worksheet, assigned to student Pearson Realize class account or hardcopy, complete the activity on the worksheet referring to “Poetry of Frost.”

- Using *Reading Strategy: Use Read Poetry in Sentences* worksheet, assigned to student Pearson Realize class account or hardcopy, students will complete sections A & B.
- Small group: Actively read “Poetry of Frost.” Markup text on Pearson Realize Student Edition or hardcopy. Assess and analyze the poems and blank verse.
- Small Group: Mini lesson on *Reading Warm Up A* - students then complete *activities* assigned online or hardcopy.
- Small Group: Mini lesson *Reading Warm Up B* page assigned online or hardcopy.
- Small Group: Mini lesson Root *-lum-*
- Independent work: Using *Test Selection* have students investigate questions while applying new concepts and verifying answers using information from the text. Once completed, submit *Test Selection* or hardcopy to teacher.
- Independent work: Formulate a comprehensive answer to the constructed response question, citing evidence from the text. Select one constructed response to complete on the assigned *Online Constructed Response* assessment and submit typed response or hardcopy.

### **Assessments:**

#### **Diagnostic:**

- Benchmark: Per District Plan
- Keystone Literature Results

#### **Formative:**

- Teacher observation and questioning
- Monitoring work on graphic organizer and marking up text
- Literary Analysis Activity (*Digital Online Resources* or *All in One Workbook*, page 251)
- Reading Strategy Activity (*Digital Online Resources* or *All in One Workbook*, page 252)
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

#### **Summative:**

- Selection Test (*Digital Online Resources* or *Hardcopy*)
- Vocabulary Quiz
- Constructed Response (*Digital Online Resources* or *Hardcopy*)

### **Extensions:**

Look at the photographs that accompany “The Road Not Taken”, “Mending Walls,” “Fire and Ice,” and “Stopping by Woods on a Snowy Evening.” Do you think these photographs make good illustrations for Frost’s poems? Why or why not? Write a few sentences about each photograph. Tell what each photograph makes you think of and what emotions it brings to your mind. Now choose one of the photographs—or another one of a landscape, building, or situation from your own experience—and create a poem about it on a separate piece of paper. You can use blank verse or a rhyme

scheme. The important thing is to write something that recreates the way you feel about your subject.

**Correctives:**

- If students struggle with some of the literary terminology referenced in this story, provide them with the definitions.
- If students struggle with the reading passage, allow them to listen to the audio as their second read.
- Have students read selection online in the Student Edition *Adapted Version*
- Study Island and Skills Focus - to be utilized with students who are in need of skills remediation

**Materials and Resources**

- Pearson Common Core Literature (Text)
- Pearson Realize Online Resources
- Pearson Literature Bell Ringers
- Chromebooks
- Headphones

**Subject/Unit:** “Ambush”

**Time Range** 4-5 Days

Week(s) - 12

**Standard:** Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

**PA Core Standards / Eligible Content Covered:**

CC.1.2.11-12.G, H, J; CC.1.3.11-12.A, B, C, D, G, H, I, J, K;  
CC.1.4.11-12.A, B, D, F, H, L, R S, U, W; CC.1.5.11-12.A, B, F

**Keystone Assessment Anchors:**

L.F. 1.2., L.F.1.3

L.F.2.2, L.F.2.3, L.F.2.4 LF.2.5

**Keystone Eligible Content:**

L.F.1.2.1, L.F.1.2.2 L.F.1.2.3 L.F.1.2.4 L.F.1.3.1

L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4 L.F.2.3, LF.2.3.3, L.F.2.4.1., LF2.5.1, LF.2.5.3

**Overview:** A short story is a brief work of fiction. Short stories have no fixed length, but most can be read in one sitting. A short story includes the key literary elements of fiction. Fiction is often based on real-life events and authors use factual elements to make their writing believable and realistic. They can change facts to meet the needs of the work they are writing. To identify with characters, readers will put themselves in the character’s place by comparing the character’s basic situation to their own situation.

**Focus Question(s):** What makes American Literature American?

**Goals:** Students will gain a deeper understanding of short stories and a more sophisticated way of discussing the focus question. In addition, students will prepare to read complex texts by distinguishing fact versus fiction and assessing how the author uses factual elements to make their writing believable and realistic. Students will identify the key literary elements of fiction in a short story. In addition, identifying with characters, readers will put themselves in the character’s place by comparing the character’s basic situation to their own situation.

**Objectives:**

1. Students will be able to support ideas with details and examples, citing evidence from the text. (DOK- Level Three)
2. Students will be able to connect and discuss the focus question and how it relates to the featured text. (DOK – Level Four)
3. Students will prepare to read complex texts by distinguishing fact versus fiction and assessing how the author uses factual elements to make their writing believable and realistic. (DOK – Level Two)
4. Students will be able to identify the key literary elements of fiction in a short story. (DOK – Level Four)

5. Students will identify with characters; readers will put themselves in the character's place by comparing the character's basic situation to their own situation. (DOK- Level Two)

**Essential Content/Objectives:**

- Author's Insights-Tim O'Brien
- Fact vs Fiction
- Identifying with Characters

**Core Activities and Instructional Methods:**

**Assign all students online options to the Pearson Realize Digital Class Account student access. When Chromebooks are not available, hard copies of documents will be provided.**

- Differentiated skills focused activities, whole group instruction, small group instruction, computer center
- Present bell ringer from *Pearson Bell Ringer Week 12*
- Introduce the focus question: "What makes American Literature American?"
- Introduce academic vocabulary that will be found in text and on standardized exams (fact, fiction, author's perspective, characterization, plot, setting, conflict, exposition, rising action, climax, falling action, resolution)
- Whole group: View "Tim O'Brien, Ambush" and assign students "*Tim O'Brien: Listening and Viewing*" as a companion activity to video.
- Introduce "Tim O'Brien Introduces *Ambush*" p808 in Hardcover Text - *The same page numbers in online text.*
- Distribute Contemporary Commentary: *Tim O'Brien Introduces Ambush* for student completion. (Hardcopy or Online Option)
- Investigate constructed response question "*Analyze the effect writing "Ambush" has had on O'Brien's memories of his own experience. Use information from the passage to support your analysis.*"
- Common Core Companion Literature 3 page 28- *Analyzing Setting and Plot* (Hardcopy or Online Option)
- Utilizing discussion and text annotation, the class will explore the text through a process of student discovery. As needed teacher modeling will occur at the onset of this process, and students will gradually take charge of their learning. (This process will occur throughout the year.)
- As whole group, read "Tim O'Brien Introduces Ambush" (pages 808-809) and "Ambush" (pages 810-813) aloud to class while viewing articles on Smart Board and in text books.
- Distribute Graphic Organizer: *Analyze Characterization* for student completion. (Hardcopy or Online Option)
- Small group: Actively read the two pieces. Mark up text on Pearson Realize Student Edition. Assess and analyze fact and opinion in the articles.
- Small Group: Mini lesson on *Plot (page 180 Reading Kit)*. Students then complete *Plot Assess* page assigned online or hardcopy.

- Independent work: Formulate a comprehensive answer to the constructed response question, citing evidence from the text. Select one constructed response to complete on the assigned *Online Constructed Response* assessment and submit typed response to teacher or hardcopy.

### **Assessments:**

#### **Diagnostic:**

- Benchmark as per district plan
- Keystone Literature Results

#### **Formative:**

- Teacher observation and questioning
- Monitoring work on graphic organizer and marking up text
- Literary Analysis Activity (*Digital Online Resources or All in One Workbook, page 225*)
- Reading Strategy Activity (*Digital Online Resources or All in One Workbook, page 226*)
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

#### **Summative:**

- Vocabulary Quiz
- Constructed Response (*Digital Online Resources or hardcopy*)

### **Extensions:**

Have students read the poem “The Man He killed” by Thomas Hardy. Ask students to compare the poem with O’Brien’s “Ambush” in terms of theme and tone. In what ways are the speakers in the poem and the short story similar and different? Have students share their comparisons with the class.

### **Correctives:**

- If students struggle with some of the literary terminology referenced in this story, provide them with the definitions.
- If students struggle with the reading passage, allow them to listen to the audio as their second read.
- Have students read selection online in the Student Edition *Adapted Version*
- Study Island and Skills Focus - to be utilized with students who are in need of skills remediation.

### **Materials and Resources**

- Pearson Common Core Literature (Text)
- Pearson Realize Online Resources
- Pearson Literature Bell Ringers
- Chromebooks
- Headphones

**Subject/Unit:** “Self - Reliance”

**Time Range** 4-5 Days

**Week(s)** - 13

**Standard:** Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

**PA Core Standards / Eligible Content Covered:**

CC.1.2.11-12.G, H, J; CC.1.3.11-12.A, B, C, D, G, H, I, J, K;  
CC.1.4.11-12.A, B, D, F, H, L, R S, U, W; CC.1.5.11-12.A, B, F

**Keystone Assessment Anchors:**

L.N. 1.2., LN.1.3  
L.N.2.2, L.N.2.3, L.N.2.4 LN.2.5

**Keystone Eligible Content:**

L.N.1.2.1, L.N.1.2.2 L.N.1.2.3 L.N.1.2.4 L.N.1.3.1  
L.N.2.2.1, L.N.2.2.2, L.N.2.2.3, L.N.2.2.4 L.N.2.3, LN.2.3.3, L.N.2.4.1,  
LN.2.5.1, LN.2.5.2, LN.2.5.3, LN.2.5.4, LN.2.5.5, LN.2.5.6

**Overview:** Transcendentalists are a loose knit group of writers and artists, from the 1830-1840's, who believed the individual, was at the center of the universe, more powerful than any institution, whether political or religious. Figurative language or figures of speech, is language used imaginatively instead of literally. Imagery is used to appeal to five senses and evoke emotions. When preparing to read complex texts, readers will check their understanding by challenging and questioning the text.

**Focus Question(s):** How does literature shape or reflect society?

**Goals:** Students will gain a deeper understanding of transcendentalism and a more sophisticated way of discussing the focus question. In addition, students will prepare to read complex texts by checking their understandings by challenging and questioning the text.

Students will analyze imagery and its use to appeal to the five senses and to evoke emotions. Students will recognize figurative language or figures of speech, as language used imaginatively instead of literally.

**Objectives:**

1. Students will be able to support ideas with details and examples, citing evidence from the text. (DOK- Level Three)
2. Students will be able to connect and discuss the focus question and how it relates to the featured text. (DOK – Level Four)
3. Students will prepare to read complex texts by noting the arguments in each speech and analyzing appeals to friendly and hostile audiences, considering how the audiences might respond. (DOK – Level Two)



4. Students will analyze speeches, the types of speeches, and their features. Students will recognize that speeches typically include rhetorical devices such as restatement, anaphora, allusion, and rhetorical questions. (DOK – Level Four)
5. Students will compare literary works, they can analyze speakers' political assumptions, and the political ideas they take for granted. (DOK- Level Two)

**Essential Content/Objectives:**

- Transcendentalism
- Figurative language
- Challenging and questioning complex
- Latin prefix *ab-* mini lesson

**Core Activities and Instructional Methods:**

**Assign all students online options to the Pearson Realize Digital Class Account student access. When Chromebooks are not available, hard copies of documents will be provided.**

- Differentiated skills focused activities, whole group instruction, small group instruction, computer center
- Present bell ringer from *Pearson Bell Ringer Week 13*
- Introduce the focus question: “How does literature shape or reflect society?”
- Introduce academic vocabulary that will be found in text and on standardized exams (***brink, embattled, exhilaration, harmony, melancholy, misunderstood, resides, testify***)
- View *Background Video- Transcendentalists* using Interactive Digital Path online resource.
- Introduce *Literary History: Transcendentalism* pages 360-361 in Hardcover Text (same page numbers in online text)
- Introduce “Self-Reliance” pages 369-370 in Hardcover Text - *The same page numbers in online text.*
- Distribute Graphic Organizer - *Before You Read B: Challenging the Text* for student completion. (Hardcopy or Online Option)
- Investigate constructed response question “*Analyze Emerson’s use of figurative language and imagery in “Self-Reliance.” Use evidence from the speeches to support your answer.*” or allow students to select alternate question from assigned online constructed response questions for the story.
- As whole group, read aloud “Self-Reliance” while viewing story on Smart Board and in text books.
- Utilizing discussion and text annotation, the class will explore the text through a process of student discovery. As needed teacher modeling will occur at the onset of this process, and students will gradually take charge of their learning. (This process will occur throughout the year.)
- Distribute Graphic Organizer: *After You Read B: Comparing Literary Works* for student completion. (Hardcopy or Online Option)

- Using *Literary Analysis Figurative Language*: worksheet, assigned to student Pearson Realize class account or hardcopy, answers the questions on the activity sheet referring to the essay.
- Using *Reading Strategy: Challenging or Questioning the Text* worksheet, assigned to student Pearson Realize class account or hardcopy, students will complete questions 1-3.
- Small group: Actively read “Self-Reliance” Markup text on Pearson Realize Student Edition or hardcopy. Assess and analyze the speeches and persuasive techniques.
- Small Group: Mini lesson on *Reading Warm Up A* - students then complete *activities* assigned online or hardcopy.
- Small Group: Mini lesson *Reading Warm Up B* page assigned online or hardcopy.
- Small Group: Mini lesson *Latin prefix ab-*
- Independent work: Using *Test Selection* have students investigate questions while applying new concepts and verifying answers using information from the text. Once completed, submit *Test Selection* to teacher or hardcopy.
- Independent work: Formulate a comprehensive answer to the constructed response question, citing evidence from the text. Select one constructed response to complete on the assigned *Online Constructed Response* assessment and submit typed response to teacher or hardcopy. Use the Integrated Language Skills: Support for Writing: Compare and Contrast Essay sheet, or complete online to plan constructed response.

### **Assessments:**

#### **Diagnostic:**

- Benchmark per district plan
- Keystone Literature Results

#### **Formative:**

- Teacher observation and questioning
- Monitoring work on graphic organizer and marking up text
- Literary Analysis Activity (*Digital Online Resources or All in One Workbook*)
- Reading Strategy Activity (*Digital Online Resources or All in One Workbook*)
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

#### **Summative:**

- Selection Test (*Digital Online Resources or hardcopy*)
- Vocabulary Quiz
- Constructed Response (*Digital Online Resources or hardcopy*)

### **Extensions:**

Like the statue of the Minute Men commemorated in “Concord Hymn,” monuments honoring historic figures and events can be found in just about every town and city in the United States. Locate one such memorial in your own area. Then, on the lines provided, answer the following questions about the monument. To answer, you may

need to visit the monument and do additional research at a local library or historical society. If an answer is unavailable, write “unknown” or “does not apply.”

**Correctives:**

- If students struggle with some of the literary terminology referenced in this story, provide them with the definitions.
- If students struggle with the reading passage, allow them to listen to the audio as their second read.
- Have students read selection online in the Student Edition *Adapted Version*
- Study Island and Skills Focus -to be utilized with students who are in need of skills remediation.

**Materials and Resources**

- Pearson Common Core Literature (Text)
- Pearson Realize Online Resources
- Pearson Literature Bell Ringers
- Chromebooks
- Headphones

**Subject/Unit:** “Civil Disobedience”

**Time Range-** 4-5 Days

**Week(s) -** 14

**Standard:** Pennsylvania Core Standards, Keystone Assessment  
Anchors, Keystone Eligible Content

**PA Core Standards / Eligible Content Covered:**

CC.1.2.11-12.G, H, J; CC.1.3.11-12.A, B, C, D, G, H, I, J, K;  
CC.1.4.11-12.A, B, D, F, H, L, R S, U, W; CC.1.5.11-12.A, B, F

**Keystone Assessment Anchors:**

L.N. 1.2., LN.1.3

L.N.2.2, L.N.2.3, L.N.2.4 LN.2.5

**Keystone Eligible Content:**

L.N.1.2.1, L.N.1.2.2 L.N.1.2.3 L.N.1.2.4 L.N.1.3.1

L.N.2.2.1, L.N.2.2.2, L.N.2.2.3, L.N.2.2.4 L.N.2.3, LN.2.3.3, L.N.2.4.1,

LN.2.5.1, LN.2.5.2, LN.2.5.3, LN.2.5.4, LN.2.5.5, LN.2.5.6

**Overview:** Transcendentalist Henry Thoreau explains his aim to live a simple life. Look for details that demonstrate his goals and values. An author’s style is the unique manner in which he or she puts thoughts into words. When reading essays of opinion, readers will analyze the author’s implicit and explicit philosophical assumptions, the author’s fundamental beliefs about life.

**Focus Question(s):** How does literature shape or reflect society?

**Goals:** Students will gain a deeper understanding of transcendentalism views and a more sophisticated way of discussing the focus question. In addition, students will prepare to read essays of opinion, by analyzing the author’s implicit and explicit philosophical assumptions, the author’s fundamental beliefs about life. An author’s style is the unique manner in which he or she puts thoughts into words

**Objectives:**

1. Students will be able to support ideas with details and examples, citing evidence from the text. (DOK- Level Three)
2. Students will be able to connect and discuss the focus question and how it relates to the featured text. (DOK – Level Four)
3. Students will prepare to read essays of opinion, by analyzing the author’s implicit and explicit philosophical assumptions, the author’s fundamental beliefs about life (DOK – Level Two)
4. Students will analyze author’s style, the unique manner in which he or she puts thoughts into words (DOK – Level Four)

### **Essential Content/Objectives:**

- Author's Style
- Analyzing Philosophical Assumptions
- Using the Root *-flu-* (mini lesson)
- Style, Diction, Voice

### **Core Activities and Instructional Methods:**

**Assign all students online options to the Pearson Realize Digital Class Account student access. When Chromebooks are not available, hard copies of documents will be provided.**

- Differentiated skills focused activities, whole group instruction, small group instruction, computer center
- Present bell ringer from *Pearson Bell Ringer Week 14*
- Introduce the focus question: "How does literature shape or reflect society?".
- Introduce academic vocabulary that will be found in text and on standardized exams (***anticipated, calculation, cluttered, enterprises, essentially, external, premises, superfluous, style, philosophical assumptions***)
- View *Background Video- Civil Disobedience* using Interactive Digital Path online resource.
- Introduce "Henry David Thoreau" pages 377 in Hardcover Text - *The same page numbers in online text.*
- Introduce "Civil Disobedience" pages 388-390 in Hardcover Text - *The same page numbers in online text.*
- Distribute Graphic Organizer - *Before You Read B: Analyzing Author's Philosophical Assumptions* for student completion. (Hardcopy or Online Option)
- Investigate constructed response question "*Analyze how the essay "Civil Disobedience" demonstrates Thoreau's style." Use evidence from the speeches to support your answer.*" or allow students to select alternate question from assigned online constructed response questions for the story.
- As whole group, read aloud "Civil Disobedience" while viewing story on Smart Board and in textbooks.
- Utilizing discussion and text annotation, the class will explore the text through a process of student discovery. As needed teacher modeling will occur at the onset of this process, and students will gradually take charge of their learning. (This process will occur throughout the year.
- Distribute Graphic Organizer: *After You Read B: Comparisons* for student completion. (Hardcopy or Online Option)
- Using *Literary Analysis Style*: worksheet, assigned to student Pearson Realize class account or hardcopy, answer the questions on the activity sheet referring to the essay.
- Using *Reading Strategy: Analyze Author's Implicit and Explicit Philosophical Assumptions* worksheet, assigned to student Pearson Realize class account or hardcopy, students will complete provided sections.
- Small group: Actively read "Civil Disobedience." Markup text on Pearson Realize Student Edition or hardcopy. Assess and analyze the author's style.

- Small Group: Mini lesson on *Reading Warm Up A* - students then complete *activities* assigned online or hardcopy.
- Small Group: Mini lesson *Reading Warm Up B* page assigned online or hardcopy.
- Small Group: Mini lesson *Using the Root -flu-*
- Small Group: Mini lesson; Style, Diction, Voice (Practice and Assess pages 250-251 Reading Kit)
- Independent work: Using *Test Selection* have students investigate questions while applying new concepts and verifying answers using information from the text. Once completed, submit *Test Selection* to teacher or hardcopy.
- Independent work: Formulate a comprehensive answer to the constructed response question, citing evidence from the text. Select one constructed response to complete on the assigned *Online Constructed Response* assessment and submit typed response to teacher or hardcopy. Use the Integrated Language Skills: *Support for Writing: Editorial on Simplicity* sheet, or complete online to plan constructed response.

### **Assessments:**

#### **Diagnostic:**

- Benchmark Per District Plan
- Keystone Literature Results

#### **Formative:**

- Teacher observation and questioning
- Monitoring work on graphic organizer and marking up text
- Literary Analysis Activity (*Digital Online Resources or All in One Workbook, page 110*)
- Reading Strategy Activity (*Digital Online Resources or All in One Workbook, page 111*)
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

#### **Summative:**

- Selection Test (*Digital Online Resources or hardcopy*)
- Vocabulary Quiz
- Constructed Response (*Digital Online Resources or hardcopy*)
- Cumulative Grammar Assessment
- Cumulative Skills Assessment

### **Extensions:**

Authors of both nonfiction and fiction often respond to important contemporary events. Thoreau was especially concerned with two controversial issues of his day—slavery and the war between the United States and Mexico. He opposed both and even refused to pay taxes to a government that condoned them. His protest led to a night in jail—and to his famous essay on civil disobedience. The items below summarize some important events of Thoreau’s day. Using your knowledge of his attitudes and writings, decide how Thoreau probably would have felt about each event. On the line after the number,

write S if you think he would have supported it and O if you think he would have opposed it. Explain why on the lines that follow. Support your answer with an example or detail from one of the selections.

**Correctives:**

- If students struggle with some of the literary terminology referenced in this story, provide them with the definitions.
- If students struggle with the reading passage, allow them to listen to the audio as their second read.
- Have students read selection online in the Student Edition *Adapted Version*
- Study Island and Skills Focus to be utilized with students who are in need of skills remediation.

**Materials and Resources**

- Pearson Common Core Literature (Text)
- Pearson Realize Online Resources
- Pearson Literature Bell Ringers
- Chromebooks
- Headphones

**Subject/Unit:** *The Catcher in the Rye*

**Time Range-** 15-20 days

Week(s) - 15-18

**Standard:** Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

**PA Core Standards / Eligible Content Covered:**

CC.1.2.11-12.G, H, J; CC.1.3.11-12.A, B, C, D, G, H, I, J, K;  
CC.1.4.11-12.A, B, D, F, H, L, R S, U, W; CC.1.5.11-12.A, B, F

**Keystone Assessment Anchors:**

L.F. 1.2., L.F.1.3

L.F.2.2, L.F.2.3, L.F.2.4 LF.2.5

**Keystone Eligible Content:**

L.F.1.2.1, L.F.1.2.2 L.F.1.2.3 L.F.1.2.4 L.F.1.3.1

L.F.2.2.1 L.F.2.2.2, L.F.2.2.3, L.F.2.2.4 L.F.2.3, LF.2.3.3, L.F.2.4.1., LF.2.5.3

**Overview:** Students think critically think about the novel and the world around them. How the first person narrative of Holden Caulfield tells stories of relative conflict and the fracturing of the great American Dream, and how we apply such ideals and conditions to contemporary American society

**Focus Question(s):** How does literature shape or reflect society?

**Goals:** Students will observe point of view—first person in *The Catcher in the Rye*, — and determine the purpose and function within passages of varying lengths. Students will be able to identify and explain the function(s) and effect(s) of literary devices in the modern American novel of J.D. Salinger’s *The Catcher in the Rye*. Students will be able to clearly and concisely respond in writing to prompts relating to the elements of conflict and narrative perspective that exists in the modern American novel J.D. Salinger’s *The Catcher in the Rye*.

**Objectives:**

1. Students will 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)
2. Students will use graphic organizers and other reading strategies to analyze key concepts and literary elements in various genres and types of fictional texts. (DOK – Level Four)
3. Students will make connections between literary texts and real life situations. (DOK – Level Three)
4. Students will draw evidence from fictional texts to support analysis and reflection. (DOK – Level Three, DOK – Level Four)



### Essential Content/Objectives:

- Exploring Expository Writing
- Historical Context
- Universal Themes
- Symbolism
- Literary terms
- Allusions
- Diction
- Characterization
- Connotation / Denotation

### Core Activities and Instructional Methods:

#### Hard copies of documents will be provided.

- Differentiated skills focused activities, whole group instruction, small group instruction, computer center
- Introduce J.D. Salinger and watch background video on Biography.com and Historical Context. Begin the Pre-reading: Theme Introduction.
- Introduce *Understanding and Dealing with Loss* and complete activity
- Small Group: Introduce *Universal Themes and Ideas* and complete activity.
- Small Group: review *Symbolism and Bildungsroman* Standards Focus and review accompanying questions.
- Introduce Vocabulary terms for Chapters 1-3: (*hemorrhage, grippe, sadist, falsetto, qualms, pacifist, compulsory, foils, gore, innumerable, exhibitionist, unscrupulous, crude, rostrum*) and review *Literary Terms to Know*.
- Whole group: Read Chapters 1-3 aloud with the class, pausing at the end of each chapter to discuss, question, predict, and summarize. Assign Chapters 1-3 Comprehension Check questions and submit to teacher once completed.
- Independent Work: Assign Chapters 1-3 Standards Focus: *Diction and Syntax Part 1* submit to teacher once completed.
- Introduce Vocabulary terms for Chapters 4-6: (*enlightening, sacrilegious, spontaneous, digression, pedagogical, provocative, stimulate, innumerable, scrawny, fiend*)
- Whole Group: Read Chapters 4-6 aloud with class, pausing after each chapter to discuss, question, predict, and summarize. Assign Chapters 4-6 Comprehension Check questions and submit to teacher once completed.
- Independent Work: Assign Chapters 4-6 Standards Focus: *Diction and Syntax, Part 2*, submit to teacher once completed.
- Introduce Vocabulary terms for Chapters 7-9: (*unanimous, conscientious, incognito, putrid, snub, nonchalant, bourgeois, lavish*)
- Whole group: Read Chapters 7-9 aloud with the class, pausing at the end of each chapter to discuss, question, predict, and summarize. Assign Chapters 7-9 Comprehension Check questions and submit to teacher once completed.
- Independent Work: Assign Chapters 7-9 Standards Focus: *Characterization and Foils*, submit to teacher once completed.

- Small Group: Assessment preparation: Connotation / Denotation Lesson
- Whole group: Discuss and identify allusion found in Chapters 1-9 of novel.
- Investigate essay prompt “*Analyze how first person point of view affects the development of the theme Alienation as a Form of Self-Protection. Use evidence from the passage to support your analysis*”
- Independent work: Formulate a comprehensive answer to the essay question, citing evidence from the text using provided graphic organizer.

### **Assessments:**

#### **Diagnostic:**

- Benchmark Per District Plan
- Keystone Literature Results

#### **Formative:**

- Teacher observation and questioning
- Monitoring work on graphic organizer and marking up text
- Standards Focus Activities
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

#### **Summative:**

- Selection Test
- Vocabulary Quiz
- Full Length Essay (5 paragraph)
- Cumulative Skills Test
- Cumulative Grammar Test

### **Extensions:**

- Additional independent reading activities related to the themes of the novel

### **Correctives:**

- If students struggle with some of the literary terminology referenced in this story, provide them with the definitions.
- If students struggle with the reading passage, allow them to listen to the audio as they read.
- Study Island and Skills Focus - to be utilized with students who are in need of skills remediation.

### **Materials and Resources**

- Novel: *The Catcher in the Rye*
- Teaching Guide Activities
- Chromebooks
- Headphones

### **Marking Period 3**

**Subject/Unit:** *The Catcher in the Rye*

**Time Range-** 15-20 days

**Week(s)** - 19-21

**Standard:** Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

**PA Core Standards / Eligible Content Covered:**

CC.1.2.11-12.G, H, J; CC.1.3.11-12.A, B, C, D, G, H, I, J, K;

CC.1.4.11-12.A, B, D, F, H, L, R S, U, W; CC.1.5.11-12.A, B, F

**Keystone Assessment Anchors:**

L.F. 1.2., L.F.1.3

L.F.2.2, L.F.2.3, L.F.2.4 LF.2.5

**Keystone Eligible Content:**

L.F.1.2.1, L.F.1.2.2 L.F.1.2.3 L.F.1.2.4 L.F.1.3.1

L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4 L.F.2.3, LF.2.3.3, L.F.2.4.1., LF.2.5.3

**Overview:** Students think critically think about the novel and the world around them. How the first person narrative of Holden Caulfield tells stories of relative conflict and the fracturing of the great American Dream, and how we apply such ideals and conditions to contemporary American society

**Focus Question(s):** How does literature shape or reflect society?

**Goals:** Students will observe point of view—first person in *The Catcher in the Rye*, — and determine the purpose and function within passages of varying lengths. Students will be able to identify and explain the function(s) and effect(s) of literary devices in the modern American novel of J.D. Salinger’s *The Catcher in the Rye*. Students will be able to clearly and concisely respond in writing to prompts relating to the elements of conflict and narrative perspective that exists in the modern American novel J.D. Salinger’s *The Catcher in the Rye*.

**Objectives:**

1. Students will 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)
2. Students will use graphic organizers and other reading strategies to analyze key concepts and literary elements in various genres and types of fictional texts. (DOK – Level Four)
3. Students will make connections between literary texts and real life situations. (DOK – Level Three)
4. Students will draw evidence from fictional texts to support analysis and reflection. (DOK – Level Three, DOK – Level Four)

### Essential Content/Objectives:

- Exploring Stream of Consciousness
- Types of Conflict
- Word Roots
- Character Perspectives
- Word Parts
- Themes
- Absent Characters
- Symbolism
- Latin Word Roots

### Core Activities and Instructional Methods:

#### Hard copies of documents will be provided.

- Differentiated skills focused activities, whole group instruction, small group instruction, computer center
- Introduce Vocabulary terms for Chapters 10-12: (**putrid, immaterial, sterling, intimately, immensely, hoodlum, humble**) and review **Literary Terms to Know**.
- Whole group: Read Chapters 10-12 aloud with the class, pausing at the end of each chapter to discuss, question, predict, and summarize. Assign Chapters 10-12 Comprehension Check questions and submit to teacher once completed.
- Mini lesson (with handout) explaining *Stream-of-Consciousness* and how it relates to main character, Holden Caulfield.
- Independent Work: Assign Chapters 10-12 Standards Focus: *Stream of Consciousness*, submit to teacher once completed.
- Introduce Vocabulary terms for Chapters 13-15: (**capacity, chateau, clavichord, premature, frock, grand, bourgeois**)
- Whole Group: Read Chapters 13-15 aloud with class, pausing after each chapter to discuss, question, predict, and summarize.
- Assign Chapters 13-15 Comprehension Check questions and submit to teacher once completed.
- Mini lesson: (with hardcopy handout) Types of Conflict
- Independent Work: Assign Chapters 13-15 Standards Focus: *Types of Conflict* submit to teacher once completed.
- Small group work: *Assessment Preparation: Word Roots* for Chapters 13-15
- Introduce Vocabulary terms for Chapters 16-18: (**contribution, screeched, mutinying, blasé, conceited, precision, sacrilegious, furlough**)
- Whole group: Read Chapters 16-18 aloud with the class, pausing at the end of each chapter to discuss, question, predict, and summarize.
- Assign Chapters 16-18 Comprehension Check questions and submit to teacher once completed.
- Mini lesson: (with hardcopy handout) Perspectives
- Independent Work: Assign Chapters 16-18 Standards Focus: *Characters Perspectives* submit to teacher once completed.

- Small Group: Assessment preparation: Word parts lesson
- Introduce Vocabulary terms for Chapters 19-21: (**sophisticated, louse, aristocratic, concealing, stagger, foyer**)
- Whole group: Read Chapters 19-21 aloud with the class, pausing at the end of each chapter to discuss, question, predict, and summarize.
- Assign Chapters 19-21 Comprehension Check questions and submit to teacher once completed.
- Mini lesson: (with hardcopy handout) Themes
- Independent Work: Assign Chapters 19-21 Standards Focus: *Themes*, submit to teacher once completed.
- Introduce Vocabulary terms for Chapters 22-24: (**incognito, spontaneous, digression, pedagogical, provocative, stimulated, reciprocal, humility**)
- Whole group: Read Chapters 22-24 aloud with the class, pausing at the end of each chapter to discuss, question, predict, and summarize.
- Assign Chapters 22-24 Comprehension Check questions and submit to teacher once completed.
- Mini lesson: (with hardcopy handout) Absent Characters
- Independent Work: Assign Chapters 22-24 Standards Focus: *Absent Characters*, submit to teacher once complete
- Small Group: Assessment preparation: Latin Roots Lesson
- Introduce Vocabulary terms for Chapters 25-26: (**unsanitary, scraggy, stationary, carousel, bawling, affected**)
- Whole group: Read Chapters 25-26 aloud with the class, pausing at the end of each chapter to discuss, question, predict, and summarize.
- Assign Chapters 25-26 Comprehension Check questions and submit to teacher once completed.
- Mini lesson: (with hardcopy handout) Symbolism, submit to teacher once complete.
- Small Group: Assessment preparation: Latin Roots Lesson
- Whole group: Discuss and identify symbolism found in Chapters 10-26 of novel.
- Investigate essay prompt “*Analyze the significance of the novel’s title “The Catcher in the Rye” and how it relates to Holden’s life throughout the novel. Use evidence from the passage to support your analysis*”
- Independent work: Formulate a comprehensive answer to the full essay question, citing evidence from the text using provided graphic organizer.

### **Assessments:**

#### **Diagnostic:**

- Benchmark Per District Plan
- Keystone Literature Results

#### **Formative:**

- Teacher observation and questioning
- Monitoring work on graphic organizer and marking up text
- Standards Focus Activities
- Additional Formative Assessments as determined by student need in an effort to

attain mastery (to be discussed by the PLC team)

**Summative:**

- Selection Test
- Vocabulary Quiz
- Full Length Essay (5 paragraph)
- Cumulative Skills Test
- Cumulative Grammar Test

**Extensions:**

- Additional independent reading activities related to the themes of the novel

**Correctives:**

- If students struggle with some of the literary terminology referenced in this story, provide them with the definitions.
- If students struggle with the reading passage, allow them to listen to the audio as they read.
- Study Island and Skills Focus -to be utilized with students who are in need of skills remediation.

**Materials and Resources**

- Novel: *The Catcher in the Rye*
- Teaching Guide Activities
- Chromebooks
- Headphones

**Subject/Unit: Research Paper**

**Time Range 15 days- Weeks 22-25**

**Overview:**

- Famous Author
  - Biography
  - Famous Work
  - Literary Devices
  - Literary reviews
- MLA Style -- 8th Edition

**PA Core Standards for English Language Arts Standards:**

CC.1.2.11-2.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.T, CC.1.4.11-12.U, CC.1.4.11-12.V, CC.1.4.11-12.W, CC.1.4.11-12.X

**Goals:**

In 11th grade, students will select a famous author from a provided list. Their research paper will include the following components: a brief biography of their author, an overview of a famous work written by the author, literary devices the author used in their work, and two literary reviews regarding the famous work.

**Objectives:**

1. Students will conduct research to add to their research project (DOK 4)
2. Students will write their research paper without plagiarizing, including a correct works cited page and parenthetical citations (DOK 2)
3. Students will read about their famous author, and search for literary devices used in the famous work (DOK 2)
4. Students will understand why the literary devices are used in novels and their effect on the novels success. (DOK 3)

**Core Activities and Corresponding Instructional Methods:**

- Cumulative Skills and Vocabulary Review
- Differentiated skills focused activities, whole group instruction, small group instruction, computer center
- Students go through selection process of a famous author and their most noted work.
- Read and research information about the author, their famous work, literary devices used, and literary reviews about the novel.
- Summarize and paraphrase information using the research paper guidelines
- Write the draft, including parenthetical citations and a well-constructed works cited page
- Write a final draft
- Submit final draft to turnitin.com

- Complete *Study Island* activities
- Skill-Focused Fridays/Differentiated Activities as needed

**Assessments:**

**Diagnostic:**

- Benchmark as per district plan

**Formative:**

- Teacher Review of Draft
- Outline
- Works Cited Quiz
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

**Summative:**

- Cumulative Skills Test
- Final draft of Research Paper
- Results of turnitin.com

\*Note: Submission of a research paper is a course requirement. Plagiarism will result in a zero for the paper.

**Extensions:**

- The students will compare and contrast two works of their assigned author, highlighting literary devices used in both novels.

**Correctives:**

- The student will use free online work cited generator to check their works cited page.
- Students who did not complete a research paper in 10th grade will need to include a speech in their 11th paper.

**Materials and Resources:**

- *OWL Purdue*
- Internet
- *Study Island*
- Turnitin.com
- Chromebooks
- Headphones



**Subject/Unit:** “To Build a Fire”

**Time Range-** 4-5 Days

**Week(s)** - 26

**Standard:** Pennsylvania Core Standards, Keystone Assessment  
Anchors, Keystone Eligible Content

**PA Core Standards / Eligible Content Covered:**

CC.1.2.11-12.G, H, J; CC.1.3.11-12.A, B, C, D, G, H, I, J, K;  
CC.1.4.11-12.A, B, D, F, H, L, R S, U, W; CC.1.5.11-12.A, B, F

**Keystone Assessment Anchors:**

L.F. 1.2., L.F.1.3

L.F.2.2, L.F.2.3, L.F.2.4 LF.2.5

**Keystone Eligible Content:**

L.F.1.2.1, L.F.1.2.2 L.F.1.2.3 L.F.1.2.4 L.F.1.3.1

L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3, LF.2.3.3, L.F.2.4.1 LF2.5.1, LF.2.5.3

**Overview:** Conflict, the struggle between opposing forces can take two forms: internal or external. A character’s efforts to resolve a conflict form the basis for the plot of a narrative. The setting, the time and place of the action, can affect the plot by serving as the opposing force against which the protagonist struggles. Irony involves a discrepancy between what is stated and what is meant, or between what is expected and what actually happens. As you read, predict or anticipate what will happen by noting clues that hint at later events.

**Focus Question(s):** What is the relationship between literature and place?

**Goals:** Students will gain a deeper understanding of narratives and a more sophisticated way of discussing the focus question. In addition, students will prepare to read complex texts by predicting what will happen next in the plot by noting clues that foreshadow later events in the story. Students will identify conflict as the struggle between opposing forces that can take two forms: internal or external. A character’s efforts to resolve a conflict form the basis for the plot of a narrative. Students will recognize that the discrepancy between what is expected and what actually happens is the irony of a narrative.

**Objectives:**

1. Students will be able to support ideas with details and examples, citing evidence from the text. (DOK- Level Three)
2. Students will be able to connect and discuss the focus question and how it relates to the featured text. (DOK – Level Four)
3. Students will prepare to read complex texts by predicting what will happen next in the plot by noting clues that foreshadow later events in the story. (DOK – Level Two)

4. Students will be able to identify conflict as the struggle between opposing forces that can take two forms: internal or external. A character's efforts to resolve a conflict form the basis for the plot of a narrative. (DOK – Level Four)
5. Students will recognize that the discrepancy between what is expected and what actually happens is the irony of a narrative. (DOK- Level Two)

**Essential Content/Objectives:**

- Jack London- *Biography*
- Conflict, Setting, Irony
- Making Predictions
- Using the Latin Root *-pend-*
- Using Introductory Phrases and Clauses

**Core Activities and Instructional Methods:**

**Assign all students online options to the Pearson Realize Digital Class Account student access. When Chromebooks are not available, hard copies of documents will be provided.**

- Differentiated skills focused activities, whole group instruction, small group instruction, computer center
- Present bell ringer from *Pearson Bell Ringer Week 26*.
- Introduce the focus question: “*What is the relationship between literature and place?*”
- Introduce academic vocabulary that will be found in text and on standardized exams (**aggressively, circulation, floundered, imperative, likewise, methodically, panicky, undesirable**)
- View *Background Video- Jack London* using Interactive Digital Path online resource.
- Introduce “To Build a Fire,” pages 596-610 in Hardcover Text - *The same page numbers in online text.*
- Distribute Graphic Organizer - *Before You Read B: Predicting* for student completion. (Hardcopy or Online Option)
- Investigate constructed response question “*Analyze the type of conflict presented in the narrative and how the conflict advances the plot. Use information from the passage to support your analysis.*” or allow students to select alternate question from assigned online constructed response questions for the narrative.
- As whole group, read aloud “To Build a Fire” while viewing story on Smart Board and in textbooks.
- Utilizing discussion and text annotation, the class will explore the text through a process of student discovery. As needed teacher modeling will occur at the onset of this process, and students will gradually take charge of their learning. (This process will occur throughout the year.)
- Distribute Graphic Organizer: *After You Read B: Conflict* for student completion. (Hardcopy or Online Option)

- Using *Literary Analysis Conflict, Setting, and Irony*: worksheet, assigned to student Pearson Realize class account or hardcopy, students will answer the questions on the activity sheet referring to “To Build a Fire.”
- Using *Reading Strategy: Making Predictions* worksheet, assigned to student Pearson Realize class account or as hardcopy, students will complete the graphic organizer referring to “To Build a Fire.”
- Small group: Actively read, “To Build a Fire.” Mark up text on Pearson Realize Student Edition or hardcopy. Assess and analyze the dramatic play and significant details.
- Small Group: Mini lesson on *Using the Latin Root -pend-* students then complete *Vocabulary Builder Section A*, page assigned online or hardcopy.
- Small Group: Mini lesson *Using Introductory Phrases and Clauses* page assigned online or hardcopy and submit to teacher.
- Independent work: Using *Test Selection* have students investigate questions while applying new concepts and verifying answers using information from the text. Once completed, submit *Test Selection* to teacher or hardcopy.
- Independent work: Formulate a comprehensive answer to the constructed response question, citing evidence from the text. Select one constructed response to complete on the assigned *Online Constructed Response* assessment and submit typed response to teacher or hardcopy

### **Assessments:**

#### **Diagnostic:**

- Benchmark: Per District Plan
- Keystone Literature Results

#### **Formative:**

- Teacher observation and questioning
- Monitoring work on graphic organizer and marking up text
- Literary Analysis Activity (*Digital Online Resources or All in One Workbook, page 165*)
- Reading Strategy Activity (*Digital Online Resources or All in One Workbook, page 166*)
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

#### **Summative:**

- Selection Test (*Digital Online Resources or hardcopy*)
- Vocabulary Quiz
- Constructed Response (*Digital Online Resources or hardcopy*)

### **Extensions:**

Consult a knowledgeable person or a guide to movies and videos to find one that deals with survival under challenging conditions. Here are a few examples: *Air Force One*, *Cool Hand Luke*, *Incredible Journey*, *Lord of the Flies*, *Return of the Jedi*, and *Swiss Family Robinson*. View one of these survival films or another of your choice. As you watch, note how the survivors adapt to conditions, and how this adaptability helps them

survive. Then write a profile of a person with character traits that would prepare him or her to adapt to difficult situations. Support your points by citing evidence from the film you view and “To Build a Fire.”

**Correctives:**

- If students struggle with some of the literary terminology referenced in this story, provide them with the definitions.
- If students struggle with the reading passage, allow them to listen to the audio as their second read.
- Have students read selection online in the Student Edition *Adapted Version*
- Study Island and Skills Focus - to be utilized with students who are in need of skills remediation

**Materials and Resources:**

- Pearson Common Core Literature (Text)
- Pearson Realize Online Resources
- Pearson Literature Bell Ringers
- Chromebooks
- Headphones

**Subject/Unit:** “An Occurrence at Owl Creek Bridge”

**Time Range-** 4-5 Days

**Week(s) -** 27

**Standard:** Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

**PA Core Standards / Eligible Content Covered:**

CC.1.2.11-12.G, H, J; CC.1.3.11-12.A, B, C, D, G, H, I, J, K;  
CC.1.4.11-12.A, B, D, F, H, L, R S, U, W; CC.1.5.11-12.A, B, F

**Keystone Assessment Anchors:**

L.F. 1.2., L.F.1.3  
L.F.2.2, L.F.2.3, L.F.2.4 LF.2.5

**Keystone Eligible Content:**

L.F.1.2.1, L.F.1.2.2 L.F.1.2.3 L.F.1.2.4 L.F.1.3.1  
L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3, LF.2.3.3, L.F.2.4.1 LF2.5.1, LF.2.5.3

**Overview:** Point of view is the perspective, or vantage point, from which a story is told. An author’s choice of point of view affects every aspect of a story. Stream of consciousness is a writing technique in which character’s thoughts are presented as the mind experiences them, in short bursts without logic. As you read, clarify meaning by analyzing the story’s pattern of organization, or text structure.

**Focus Question(s):** What is the relationship between literature and place?

**Goals:** Students will gain a deeper understanding of narratives and a more sophisticated way of discussing the focus question. In addition, students will prepare to read complex texts by clarifying meaning by analyzing the story’s pattern of organization, or text structure. Students will identify point of view as the perspective, or vantage point, from which a story is told. An author’s choice of point of view affects every aspect of a story. Students will recognize that stream of consciousness is a writing technique in which character’s thoughts are presented as the mind experiences them, in short bursts without logic.

**Objectives:**

1. Students will be able to support ideas with details and examples, citing evidence from the text. (DOK- Level Three)
2. Students will be able to connect and discuss the focus question and how it relates to the featured text. (DOK – Level Four)
3. Students will prepare to read complex texts by clarifying meaning by analyzing the story’s pattern of organization, or text structure. (DOK – Level Two)
4. Students will be able to identify point of view as the perspective, or vantage point, from which a story is told. An author’s choice of point of view affects every aspect of a story. (DOK – Level Four)

5. Students will recognize that stream of consciousness is a writing technique in which character's thoughts are presented as the mind experiences them, in short bursts without logic. (DOK- Level Two)

**Essential Content/Objectives:**

- Ambrose Bierce - *Biography*
- Point of View
- Identify Chronological Order
- Using the Latin Root -*dict*-
- Support for Writing- Critical Essays

**Core Activities and Instructional Methods:**

**Assign all students online options to the Pearson Realize Digital Class Account student access. When Chromebooks are not available, hard copies of documents will be provided.**

- Differentiated skills focused activities, whole group instruction, small group instruction, computer center
- Present bell ringer from *Pearson Bell Ringer Week 27*.
- Introduce the focus question: “*What is the relationship between literature and place?*”
- Introduce academic vocabulary that will be found in text and on standardized exams (**assassin, assented, audibly, convulsively, intervals, keen, matchless, rustic**)
- View Background Video- *Ambrose Bierce* using Interactive Digital Path online resource.
- Introduce “To Build a Fire,” pages 480-489 in Hardcover Text - *The same page numbers in online text.*
- Distribute Graphic Organizer - *Before You Read B: Analyzing Patterns of Organization* for student completion. (Hardcopy or Online Option)
- Investigate constructed response question “*Analyze the effect of the shift in point of view of the story and how it is essential to the story’s overall impact. Use information from the passage to support your analysis.*” or allow students to select alternate question from assigned online constructed response questions for the short story.
- As whole group, read aloud “An Occurrence at Owl Creek Bridge” while viewing story on Smart Board and in textbooks.
- Utilizing discussion and text annotation, the class will explore the text through a process of student discovery. As needed teacher modeling will occur at the onset of this process, and students will gradually take charge of their learning. (This process will occur throughout the year.)
- Distribute Graphic Organizer: *After You Read B: Point of View* for student completion. (Hardcopy or Online Option)

- Using *Literary Analysis Point of View* worksheet, assigned to student Pearson Realize class account or hardcopy, students will answer the questions on the activity sheet referring to “An Occurrence at Owl Creek Bridge.”
- Using *Reading Strategy: Identifying Chronological Order* worksheet, assigned to student Pearson Realize class account or as hardcopy, students will complete the graphic organizer referring to “An Occurrence at Owl Creek Bridge”
- Small group: Actively read “An Occurrence at Owl Creek Bridge.” Mark up text on Pearson Realize Student Edition or hardcopy. Assess and analyze the dramatic play and significant details.
- Small Group: Mini lesson on *Using the Latin Root -dict-* students then complete *Vocabulary Builder Section A*, page assigned online or hardcopy.
- Small Group: Mini lesson: *Support for Writing* page assigned online or hardcopy and submit to teacher.
- Independent work: Using *Test Selection* have students investigate questions while applying new concepts and verifying answers using information from the text. Once completed, submit *Test Selection* to teacher or hardcopy.
- Independent work: Formulate a comprehensive answer to the constructed response question, citing evidence from the text. Select one constructed response to complete on the assigned *Online Constructed Response* assessment and submit typed response to teacher or hardcopy

### **Assessments:**

#### **Diagnostic:**

- Benchmark: Per District Plan
- Keystone Literature Results

#### **Formative:**

- Teacher observation and questioning
- Monitoring work on graphic organizer and marking up text
- Literary Analysis Activity (*Digital Online Resources or All in One Workbook, page 128*)
- Reading Strategy Activity (*Digital Online Resources or All in One Workbook, page 129*)
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

#### **Summative:**

- Selection Test (*Digital Online Resources or hardcopy*)
- Vocabulary Quiz
- Constructed Response (*Digital Online Resources or hardcopy*)
- Cumulative Grammar Assessment
- Cumulative Skills Assessment

### **Extensions:**

The reader infers from the selection that the hanging of Peyton Farquhar was done without benefit of a formal trial. Would the outcome have been different in a court of law? Prepare a legal defense for Peyton Farquhar. You may use anything from the

selection, including the map and photographs, to make your case. In the following chart, list at least four issues or facts you will address in Farquhar's defense. You may focus on facts and issues that will help your client, or those the prosecution will probably raise. Conclude with the plea you will enter (innocent or guilty) and the sentence, if any, you will ask for your client. A defense lawyer often considers the following points when preparing a case: A. motive of the client B. past offenses of the client C. amount and quality of prosecution evidence against the client D. extenuating or unusual circumstances affecting the crime E. any remorse shown by the client F. likelihood of the client's repeating the crime.

**Correctives:**

- If students struggle with some of the literary terminology referenced in this story, provide them with the definitions.
- If students struggle with the reading passage, allow them to listen to the audio as their second read.
- Have students read selection online in the Student Edition *Adapted Version*
- Study Island and Skills Focus - to be utilized with students who are in need of skills remediation

**Materials and Resources:**

- Pearson Common Core Literature (Text)
- Pearson Realize Online Resources
- Pearson Literature Bell Ringers
- Chromebooks
- Headphones



## Marking Period 4

**Subject/Unit:** *The Great Gatsby*

**Time Range-** 20-25 days

Week(s) -28-32

**Standard:** Pennsylvania Core Standards, Keystone Assessment  
Anchors, Keystone Eligible Content

**PA Core Standards / Eligible Content Covered:**

CC.1.3.11-12.A, B C, D, G, H I, J, K

CC.1.4.11-12.A, B, D, F, H, S

**Keystone Assessment Anchors:**

L.F. 1.2., L.F.1.3

L.F.2.2, L.F.2.3, L.F.2.4 LF.2.5

**Keystone Eligible Content:**

L.F.1.2.1, L.F.1.2.2 L.F.1.2.3 L.F.1.2.4 L.F.1.3.1

L.F.2.2.1, L.F.2.2.2, L.F.2.2.3 .L.F.2.2.4 L.F.2.3, LF.2.3.3, L.F.2.4.1., LF.2.5.3

**Overview:** Students think critically think about the novel and the world around them. How the narratives of Jay Gatsby tell stories of relative conflict and the fracturing of the great American Dream, and how we apply such ideals and conditions to contemporary American society. What narrative, perspective, and style choices might a reader observe in F. Scott Fitzgerald’s “The Great Gatsby”? What do the novels “The Great Gatsby” and “The Catcher in the Rye” suggest about the nature of the American Dream in both the 1920s and the 1950s?

**Focus Question(s):** How does literature shape or reflect society?

**Goals:** Students will define a variety of qualities associated with the modern American rendition of the tragic hero, along with analysis of what makes the likes of Jay Gatsby a tragic hero. Students will be able to identify and explain the function(s) and effect(s) of literary devices in the modern American novel of F. Scott Fitzgerald’s *The Great Gatsby*. Students will be able to clearly and concisely respond in writing to prompts relating to the elements of conflict and narrative perspective that exist in the modern American novel F. Scott Fitzgerald’s *The Great Gatsby*.

**Objectives:**

1. Students will 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)
2. Students will use graphic organizers and other reading strategies to analyze key concepts and literary elements in various genres and types of fictional texts. (DOK – Level Four)
3. Students will make connections between literary texts and real life situations. (DOK – Level Three)

4. Students will draw evidence from fictional texts to support analysis and reflection.  
(DOK – Level Three, DOK – Level Four)

**Essential Content/Objectives:**

- Elements of Fiction
- Expository Writing
- Historical Context - *The Jazz Age*
- Allusions
- Narrator and Point of View
- Characterization
- Context Clues
- Setting
- Foreshadow and Prediction
- Parts of Speech
- Symbolism
- Figurative Language
- Word Origins
- Style
- Tone
- Theme
- Colors and Symbols

**Core Activities and Instructional Methods:**

**Hard copies of documents will be provided.**

- Differentiated skills focused activities, whole group instruction, small group instruction, computer center
- Introduce F. Scott Fitzgerald and watch background video on Biography.com and Historical Context: The Jazz Age.
- Introduce the Pre-reading: Theme Introduction and complete hardcopy handout of anticipation guide.
- Small Group: Standards Focus: Elements of Fiction Activity.
- Small Group: review *Allusions, Terminology, and Expressions* Standards Focus and review accompanying questions.
- *Introduce Vocabulary terms for Chapter 1: (inclined, privy, levity, incredulously, contemptuously, intimation) and review Literary Terms to Know.*
- Whole group: Read Chapters 1 aloud with the class, pausing at the end of chapter to discuss, question, predict, and summarize. Assign Chapter 1 Comprehension Check questions and submit to teacher once completed.
- Independent Work: Assign Chapter 1 *Standards Focus: Narrator and Point of View*, submit to teacher once completed.
- Introduce Vocabulary terms for Chapter 2: (*desolate, impenetrable, sumptuous, indeterminate, apathetically, incessant*)

- Whole Group: Read Chapter 2 aloud with class, pausing after chapter to discuss, question, predict, and summarize. Assign Chapter 2 Comprehension Check questions and submit to teacher once completed.
- Independent Work: Assign Chapter 2 *Standards Focus: Characterization*, submit to teacher once completed.
- Small Group: Assessment preparation: Context Clues Lesson
- Introduce Vocabulary terms for Chapter 3: (***gaudy, permeate, innuendo, vehemently, sauntered, ascertain***)
- Whole group: Read Chapter 3 aloud with the class, pausing at the end of each chapter to discuss, question, predict, and summarize. Assign Chapter 3 Comprehension Check questions and submit to teacher once completed.
- Independent Work: Assign Chapter 3 *Standards Focus: Setting*, submit to teacher once completed.
- Introduce Vocabulary terms for Chapter 4: (***lurched, sporadic, punctilious, proprietor, abstraction, benediction***)
- Whole group: Read Chapter 4 aloud with the class, pausing at the end of each chapter to discuss, question, predict, and summarize. Assign Chapter 4 Comprehension Check questions and submit to teacher once completed.
- Independent Work: Assign Chapter 4 *Standards Focus: Foreshadowing and prediction*, submit to teacher once completed.
- Small Group: Assessment preparation: Parts of Speech Lesson
- Introduce Vocabulary terms for Chapter 5: (***reproachfully, scrutinized, harrowed, endured, defunct, nebulous***)
- Whole group: Read Chapter 5 aloud with the class, pausing at the end of each chapter to discuss, question, predict, and summarize. Assign Chapter 5 Comprehension Check questions and submit to teacher once completed.
- Independent Work: Assign Chapter 5 *Standards Focus: Symbolism*, submit to teacher once completed.
- Investigate constructed response question “*Analyze how the setting of the Roaring 20’s is significant to the theme of Corruption of the American Dream. Use evidence from the selection to support your response.*” Assign, and have students complete for homework.
- Introduce Vocabulary terms for Chapter 6: (***laudable, insidious, ineffable, ramification, contingencies, cordial***)
- Whole group: Read Chapter 6 aloud with the class, pausing at the end of each chapter to discuss, question, predict, and summarize. Assign Chapter 6 Comprehension Check questions and submit to teacher once completed.
- Independent Work: Assign Chapter 6 *Standards Focus: Figurative Language*, submit to teacher once completed.
- Small Group: Assessment preparation: Word Origins Lesson
- Introduce Vocabulary terms for Chapter 7: (***portentous, magnanimous, formidable, presumptuous, inquest, expostulation***)
- Whole group: Read Chapter 7 aloud with the class, pausing at the end of each chapter to discuss, question, predict, and summarize. Assign Chapter 7 Comprehension Check questions and submit to teacher once completed.

- Independent Work: Assign Chapter 7 Standards Focus: *Style*, submit to teacher once completed.
- Introduce Vocabulary terms for Chapter 8: (***malice, ravenously, whim, vestibule, garrulous, fortuitously***)
- Whole group: Read Chapter 8 aloud with the class, pausing at the end of each chapter to discuss, question, predict, and summarize. Assign Chapter 8 Comprehension Check questions and submit to teacher once completed.
- Independent Work: Assign Chapter 8 Standards Focus: *Tone*, submit to teacher once completed.
- Introduce Vocabulary terms for Chapter 9: (***deranged, surmise, complacent, aesthetic, provincial, commensurate***)
- Whole group: Read Chapter 9 aloud with the class, pausing at the end of each chapter to discuss, question, predict, and summarize. Assign Chapter 9 Comprehension Check questions and submit to teacher once completed.
- Independent Work: Assign Chapter 9 Standards Focus: *Theme and Colors and Symbols*, submit to teacher once completed.
- Small Group: Assessment preparation: Vocabulary Replacement Lesson
- Whole group: Discuss and identify characterization as found in Chapters 6-9 of novel.
- Investigate essay prompt “*Analyze Gatsby’s character as seen through the narrator, Nick’s eyes. What makes him The Great Gatsby? Use evidence from the novel to support the response. Use evidence from the passage to support your analysis*”
- Independent work: Formulate a comprehensive answer to the essay question, citing evidence from the text using provided graphic organizer.

### **Assessments:**

#### **Diagnostic:**

- Benchmark Per District Plan
- Keystone Literature Results

#### **Formative:**

- Teacher observation and questioning
- Monitoring work on graphic organizer and marking up text
- Standards Focus Activities
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

#### **Summative:**

- Selection Test
- Vocabulary Quiz
- Full Length Essay (5 paragraph)
- Cumulative Skills Test
- Cumulative Grammar Test

### **Extensions:**

- Additional independent reading activities related to the themes of the novel

**Correctives:**

- If students struggle with some of the literary terminology referenced in this story, provide them with the definitions.
- If students struggle with the reading passage, allow them to listen to the audio as they read.
- Study Island and Skills Focus -to be utilized with students who are in need of skills remediation.

**Materials and Resources**

- Novel: *The Great Gatsby*
- Teaching Guide Activities
- Chromebooks
- Headphones

**Subject/Unit:** “Hiroshima” and “The Death of the Ball Turret Gunner” **Time Range**

7-10 Days

Week(s) - 33-34

**Standard:** Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

**PA Core Standards / Eligible Content Covered:**

CC.1.2.11-12.G, H, J; CC.1.3.11-12.A, B, C, D, G, H, I, J, K;  
CC.1.4.11-12.A, B, D, F, H, L, R S, U, W; CC.1.5.11-12.A, B, F

**Keystone Assessment Anchors:**

LN.1.2. LN.1.3

LN.2.1, LN.2.2, LN.2.3, LN.2.4 LN.2.5

L.F. 1.2., LF.1.3

L.F.2.2, L.F.2.3, L.F.2.4 LF.2.5

**Keystone Eligible Content:**

LN.1.2.1, LN.1.2.2 LN.1.2.3 LN.1.2.4, LN.1.3.1

LN.2.1.1, LN.2.1.2, LN.2.2.1 LN.2.2.2, L.N.2.2.3, L.N.2.2.4, LN.2.3, LN.2.3.3, LN.2.4.1,  
LN.2.4.4, LN.2.5.1, LN.2.5.2, LN.2.5.3, LN.2.5.4, LN.2.5.5, LN.2.5.6

L.F.1.2.1, L.F.1.2.2 L.F.1.2.3 L.F.1.2.4 L.F.1.3.1

L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4 L.F.2.3.5, L.F.2.4.1., LF.2.5.1, LF2.5.2

**Overview:** The theme is the central idea or insight in a work of literature. Many nonfiction works present explicitly stated central ideas, while most works of fiction, poetry, and drama express implied themes. An author’s perspective is the point of view from which he or she writes. As you read, analyze the writer’s political assumptions to lead you to a deeper understanding of their work.

**Focus Question(s):** How does literature shape or reflect society?

**Goals:** Students will gain a deeper understanding of Nonfiction vs. Fiction and a more sophisticated way of discussing the focus question. In addition, students will prepare to read complex texts by analyzing the writer’s political assumptions to lead to a deeper understanding of their work. Students will identify theme as the central idea or insight in a work of literature. Many nonfiction works present explicitly stated central ideas, while most works of fiction, poetry, and drama express implied themes. In addition, students will recognize that an author’s perspective is the point of view from which he or she writes.

**Objectives:**

1. Students will be able to support ideas with details and examples, citing evidence from the text. (DOK- Level Three)
2. Students will be able to connect and discuss the focus question and how it relates to the featured text. (DOK – Level Four)

3. Students will prepare to read complex texts by analyzing the writer’s political assumptions to lead to a deeper understanding of their work. (DOK – Level Two)
4. Students will be able to identify theme as the central idea or insight in a work of literature. Many nonfiction works present explicitly stated central ideas, while most works of fiction, poetry, and drama express implied themes. (DOK – Level Four)
5. Students will recognize that an author’s perspective is the point of view from which he or she writes. (DOK- Level Two)

**Essential Content/Objectives:**

- John Hersey- *Biography*
- Randall Jarrell - *Biography*
- Implied Theme
- Analyzing Political Assumptions
- Words from Other Languages
- Compare and Contrast Text Form

**Core Activities and Instructional Methods:**

**Assign all students online options to the Pearson Realize Digital Class Account student access. When Chromebooks are not available, hard copies of documents will be provided.**

- Differentiated skills focused activities, whole group instruction, small group instruction, computer center
- Present bell ringer from *Pearson Bell Ringer Week 34-34*.
- Introduce the focus question: “*How does literature shape or reflect society?*”
- Investigate biographies of John Hersey (page 983) and Randall Jarrell (page 996)
- Introduce academic vocabulary that will be found in text and on standardized exams (***commercial, commuting, obsessed, proprietor, reluctantly, rendezvous, residential***)
- Introduce “Hiroshima” and “The Death of the Ball Turret Gunner” pages 984-997 in Hardcover Text - *The same page numbers in online text.*
- Distribute Graphic Organizer - *Form A for Analyzing Political Assumptions* (Hardcopy or Online Option)
- Investigate constructed response question “*Compare and Contrast the effect of each author’s use of the objective and subjective perspectives in their works Use information from the passage to support your analysis.*”
- As whole group, read nonfiction narrative and poem aloud to class while viewing articles on Smart Board and in textbooks.
- Utilizing discussion and text annotation, the class will explore the text through a process of student discovery. As needed teacher modeling will occur at the onset of this process, and students will gradually take charge of their learning. (This process will occur throughout the year.)
- Distribute Graphic Organizer: *After You Read B: Implied Theme* for student completion. (Hardcopy or Online Option)

- Using *Literary Analysis Implied Theme*: worksheet, assigned to student Pearson Realize class account or hardcopy, students will answer the questions on the activity sheet.
- Using *Reading Strategy: Analyzing Political Assumptions worksheet*, assigned to student Pearson Realize class account or as hardcopy, students will complete and submit.
- Small group: Actively read the- narrative and poem. Mark up text on Pearson Realize Student Edition or hardcopy. Assess and analyze fact and opinion in the articles.
- Small Group: Mini lesson on *Words from Other Languages* page online or hardcopy.
- Small Group: Mini lesson *Support for Writing Compare and Contrast* assigned online or hardcopy and Language Study Workshop Idioms hardcopy.
- Independent work: Formulate a comprehensive answer to the constructed response question, citing evidence from the text. Select one constructed response to complete on the assigned *Online Constructed Response* assessment and submit typed response or hardcopy.

### **Assessments:**

#### **Diagnostic:**

- Benchmark: Per District Plan
- Keystone Literature Results

#### **Formative:**

- Teacher observation and questioning
- Monitoring work on graphic organizer and marking up text
- Literary Analysis Activity (*Digital Online Resources or All in One Workbook, page 278*)
- Reading Strategy Activity (*Digital Online Resources or All in One Workbook, page 279*)
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

#### **Summative:**

- Selection Test (*Digital Online Resources or hardcopy*)
- Vocabulary Quiz
- Constructed Response (*Digital Online Resources or hardcopy*)

### **Extensions:**

In Hiroshima, John Hersey writes of a devastating atomic bomb dropped on Hiroshima, Japan, near the end of World War II. The bomb vaporized everything in its immediate vicinity and killed about one hundred thousand people. Three days later, the United States dropped a second bomb in Japan, on the city of Nagasaki. Another one hundred thousand people were killed. As these examples illustrate, war affects not only soldiers but also civilians, who suffer bombings, abuse, and the destruction of their homes. Incidents like these force people to wonder what ethics, or moral standards, should be followed during times of war. After World War II, the Geneva Conventions—international



treaties created in 1864 to protect basic human rights during war—attempted to deal with this issue. The treaties were revised to provide for the ethical treatment of prisoners of war and civilians. According to the new treaty, civilians are protected from torture, violations of human dignity, deportation, group punishments, and discrimination based on race, religion, or nationality.

**Correctives:**

- If students struggle with some of the literary terminology referenced in this story, provide them with the definitions.
- If students struggle with the reading passage, allow them to listen to the audio as their second read.
- Have students read selection online in the Student Edition *Adapted Version*
- Study Island and Skills Focus - to be utilized with students who are in need of skills remediation

**Materials and Resources**

- Pearson Common Core Literature (Text)
- Pearson Realize Online Resources
- Pearson Literature Bell Ringers
- Chromebooks
- Headphones

**Subject/Unit: Concepts 11 English Common Assessment**    **Time Range** 4-5 Days  
Week 35

**Standard:** Pennsylvania Core Standards, Keystone Assessment  
Anchors, Keystone Eligible Content

**PA Academic Standards for English Language Arts Standards:**

CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.911-12.E,  
CC.1.2.11-12.F, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.4.11-12.D,  
CC.1.4.11-12.E, CC.1.4.11-12.A, CC.1.4.11-12.F, CC.1.4.11-12.J, CC.1.4.11-12.S,  
CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.G, CC.1.3.11-12.C, CC.1.3.11-12.G,  
CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.D,  
CC.1.4.11-12.E, CC.1.4.11-12.A, CC.1.4.11-12.F, CC.1.4.11-12.J, CC.1.4.11-12.S,  
CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.G

**Assessment Anchor(s):**

L.N.1.3, L.N.2.3, L.N.2.1, L.N.1.1, L.N.2.4, L.N.1.2, L.F.1.1, L.F.1.3, L.F.2.1, L.F.2.3,  
L.F.2.5, L.F.2.2, L.F.2.4, L.F.1.2, L.F.3.1

**Eligible Content:**

L.N.1.3.1, L.N.1.3.2, L.N.2.3.3, L.N.1.3.1, L.N.2.1.1, L.N.2.1.2, L.N.2.3.6, L.N.1.1.3,  
L.N.2.4.1, L.N.2.4.3, L.N.1.1.4, L.N.1.2.4, L.N.1.2.1, L.N.1.2.2, L.N.1.2.3, L.N.1.2.4,  
L.F.,2.3.4, L.F.2.2.1, L.F.2.2.3, L.F. 2.2.4, L.F.1.1.1, L.F.1.3.1, L.F.2.1.2, L.F.1.1.3,  
L.F.2.3.2, L.F.2.3.3, L.F.2.5.3, L.F.2.2.2, L.F.2.4.1, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3,  
L.F.1.2.4, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4

**Overview:**

This assessment focuses on the following skills, strategies, and vocabulary covered over the course of the year in Concepts 11 English class.

- Keystone Vocabulary
- Fiction
- Nonfiction

**Goals:**

The students will be assessed on the Eligible Content and Skills that were covered throughout the school year in Concepts 11 English class. They will also be assessed using a constructed response prompt and on Keystone Literature vocabulary.

**Objectives:**

- Students will be able to define and apply Keystone Literature vocabulary (DOK 2)
- Students will be able to read and annotate fiction and nonfiction passages (DOK 2)

- Students will be able to answer a constructed-response question (DOK 3)

### **Core Activities and Corresponding Instructional Methods:**

- Differentiated skills focused activities, whole group instruction, small group instruction, computer center
- Cumulative Skills and Vocabulary Assessment
- Assessment includes Keystone Literature vocabulary
- Read and annotate passages on the assessment.
- Students will answer multiple-choice questions by eliminating answers
- Students will create a graphic organizer to answer a constructed-response question
- Students will answer a constructed-response question prompt
- Complete *Study Island* activities

### **Assessments:**

#### **Diagnostic:**

- Benchmark as per district plan

#### **Formative:**

- Teacher Observation

#### **Summative:**

- Concepts 11 English Common Assessment

### **Extensions:**

- Students play Kahoot! using Keystone Literature vocabulary

### **Correctives:**

- Students will breakdown a variety of constructed-response prompts and brainstorm possible answers.

### **Materials and Resources:**

- *Keystone Literature Released Items for practice*
- Internet
- *Study Island*
- Keystone Literature vocabulary
- Chromebooks
- Headphones

**Subject/Unit: “The New York Times Upfront Scholastic Magazine Issues”**

**Time Range** 4-5 Days    **Week(s)** - 36

**Standard:** Pennsylvania Core Standards, Keystone Assessment  
Anchors, Keystone Eligible Content

**PA Core Standards / Eligible Content Covered:**

CC.1.2.11-12.G, H, J; CC.1.3.11-12.A, B, C, D, G, H, I, J, K;  
CC.1.4.11-12.A, B, D, F, H, L, R, S, U, W; CC.1.5.11-12.A, B, F

**Keystone Assessment Anchors:**

LN.1.2. LN.1.3  
LN.2.1, LN.2.2, LN.2.3, LN.2.4 LN.2.5

**Keystone Eligible Content:**

LN.1.2.1, LN.1.2.2 LN.1.2.3 LN.1.2.4 LN.1.3.1  
LN.2.1.1 LN.2.1.2, LN.2.2.1, LN.2.2.2. LN.2.2.3, L.N.2.2.4 LN.2.3, LN.2.3.3, LN.2.4.1,  
LN.2.4.4, LN.2.5.1, LN.2.5.2, LN.2.5.3, LN.2.5.4, LN.2.5.5, LN.2.5.6

**Overview:** A debate between articles happens when two authors have opposing views on the same subject. In order to make an informed decision, a reader must effectively analyze author’s arguments or claims. A reader will assess whether the reasoning is valid and whether it is supported with evidence. Readers must also point out bias or missing information.

**Focus Question(s):** How does information change influence our lives?

**Goals:** Students will gain a deeper understanding of nonfiction and a more sophisticated way of discussing the focus question. In addition, students will prepare to read complex texts by distinguishing between author’s arguments and assessing how the writer applies different types of information to build and support his or her ideas. Students will analyze author’s claims and assess whether reasoning is valid and supported by evidence. Students will also point out bias or eliminated information.

**Objectives:**

1. Students will be able to support ideas with details and examples, citing evidence from the text. (DOK- Level Three)
2. Students will be able to connect and discuss the focus question and how it relates to the featured text. (DOK – Level Four)
3. Students will prepare to read complex texts by distinguishing between author’s arguments and assessing how the writer applies different types of information to build and support his or her ideas. (DOK – Level Two)
4. Students will analyze author’s claims and assess whether reasoning is valid and supported by evidence. (DOK – Level Two)
5. Students will point out bias or eliminated information. (DOK- Level Two)

### **Essential Content/Objectives:**

- Analyzing arguments in articles with opposing viewpoints
- Reading a nonfiction article
- Making informed decisions
- Distinguishing between bias and missing information

### **Core Activities and Instructional Methods:**

**Assign all students online options to the Scholastic Upfront Magazine student access. When Chromebooks are not available, hard copies of documents will be provided.**

- Differentiated skills focused activities, whole group instruction, small group instruction, computer center
- Present bell ringer from *Pearson Bell Ringer Week 36*.
- Introduce the focus question: “*How does information change and influence our lives?*”
- Introduce various “Scholastic Upfront Magazine” monthly debate articles
- Distribute Graphic Organizer - *Analyzing Author’s Claims* (Hardcopy or Online Option)
- As whole group, read all the debates aloud and fill in the graphic organizer.
- Utilizing discussion and text annotation, the class will explore the text through a process of student discovery. As needed teacher modeling will occur at the onset of this process, and students will gradually take charge of their learning. (This process will occur throughout the year.)
- Have students answer the following questions:
  - What is the issue being debated?
  - How does it relate to current events?
  - Evaluate why these two authors might be interested in and qualified to comment on this issue.
- Small Group: Have students use the graphic organizers (previously completed) to analyze and evaluate each author’s argument.
- Whole Group: Have a vote and split the class into two sides, each side representing one of the author’s claims.
- Whole Group: Have a controlled classroom debate discussing each side of the argument.
- Once students have explored both sides of the issue, go online to vote in Upfront’s poll—and see how students across the country voted.

### **Assessments:**

#### **Diagnostic:**

- Benchmark: Per District Plan
- Keystone Literature Results

#### **Formative:**

- Teacher observation and questioning
- Monitoring work on graphic organizer and marking up text

- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

**Summative:**

- Class Results of Voting.
- Submission of Graphic Organizer

**Extensions:**

In an essay, evaluate one debater's arguments. Assess whether the reasoning is valid and whether it is supported with evidence. Point out biases or missing information.

**Correctives:**

- If students struggle with some of the literary terminology referenced in this article, provide them with the definitions.
- If students struggle with the reading passage, allow them to listen to the audio as their second read.

**Materials and Resources**

- Scholastic Upfront Magazines (Various Issues)
- Pearson Literature Bell Ringers
- Chromebooks
- Headphones
- Smartboard

## Appendix

### **Academic Standards for English Language Arts**

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

## **Primary Textbook(s) Used for this Course of Instruction**

Name of Textbook: *Pearson Common Core Literature*

Textbook ISBN #: 978-0-13-326859-1

Textbook Publisher & Year of Publication: Pearson Education 2015

Curriculum Textbook is utilized in Concepts of English 11