### **Honors English I**

**Curriculum Guide** 

**Scranton School District** 

Scranton, PA



#### **Honors English I**

#### **Prerequisites:**

- Successful completion of eighth grade English
- Be in compliance with the <u>SSD Honors and AP Criteria Policy</u>

This course is similar to English I but content analysis is more rigorous. Students enter this course with a strong foundation in grammar and reading. Grammar is emphasized within students' original writings. Expository writing is emphasized as well as independent understanding of literature. Traditional nonfiction and fiction readings are studied for analysis of authors' purpose, writing style, and plot elements. Vocabulary is integrated through the curriculum.

#### Year-at-a-glance

Subject: Honors English I	Grade Level: 9	Date Completed:12/16/2016
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### 1<sup>st</sup> Quarter

Topic	Resources	Standards
Short Story Unit	Adventures in Reading	CC.1.2.9-10.A-J
		CC.1.3.9-10.A-C
		CC.1.3.9-10.E-F
		CC.1.3.9-10.J, K
		CC.1.4.9-10.A-B; E-F, H
		CC.1.4.9-10.M
		CC.1.4.9-10.T
Grammar		CC.1.4.9-10.F, L, R
Vocabulary	Adventures in Reading	CC.1.2.9-10. F
		CC.1.2.9-10. J
		CC.1.2.9-10. K
		CC.1.3.9-10. F
		CC.1.3.9-10. J
Writing Skills	Adventures in Reading Grammar Workbook	CC.1.4.9-10.A-F, H, J-R
	Supplemental Grammar Materials	CC.1.4.9-10.T
	Teacher Handouts	CC.1.4.9-10.X

#### 2<sup>nd</sup> Quarter

Topic	Resources	Standards
Personal Narrative (MLA)	MLA Handbook (online)	CC.1.4.9-10.A, B, D-F,
	Purdue Owl (online)	CC.1.4.9-10.H, J-T
	Library	CC.1.4.9-10. X
Introduction to Poetry	Adventures in Reading	CC.1.2.9-10.A-H; J
		CC.1.3.9-10.A-C; F,
		CC.1.3.9-10. J- K
		CC.1.3.9-10.M,T,U,V,W
The Odyssey	Adventures in Reading	CC.1.2.9-10.A-J
		CC.1.3.9-10.A-C
		CC.1.3.9-10.F,J,K
		CC.1.4.9-10.A-B
		CC.1.4.9-10.E-F
		CC.1.4.9-10.M,T-W

### 3<sup>rd</sup> Quarter

Topic	Resources	Standards
Introduction to Shakespeare	Adventures in Reading	CC.1.2.9-10.A-J
	Online Sources	CC.1.4.9-10.A, B
		CC.1.4.9-10.E-F
		CC.1.4.9-10.M,T-W
Romeo and Juliet	Adventures in Reading	CC.1.2.9-10.A-H
		CC.1.2.9-10,J
		CC.1.3.9-10.A-C
		CC.1.3.9-10.F,J,K
		CC.1.4.9-10.A-B
		CC.1.4.9-10.E-F
		CC.1.4.9-10.M,T-W

#### 4<sup>th</sup> Quarter

Topic	Resources	Standards
Novel Unit: To Kill a Mockingbird	Adventures in Reading	CC.1.2.9-10.A-H
	Online Sources	CC.1.2.9-10,J
		CC.1.3.9-10.A-C
		CC.1.3.9-10.F,J,K
		CC.1.4.9-10.A-B
		CC.1.4.9-10.E-F
Great Expectations and/or Lord of the Flies	Adventures in Reading	CC.1.2.9-10.A-H
(alternate novels)	Online Sources	CC.1.2.9-10,J
		CC.1.3.9-10.A-C
		CC.1.3.9-10.F,J,K
		CC.1.4.9-10.A-B
		CC.1.4.9-10.E-F
Final Day in contract		
Final Review and Exam		
		1

General Topic	Academic	Essential Knowledge,	Resources & Activities	Assessments	Suggested
	Standard(s)	Skills & Vocabulary			Time
Quarter 1	CC.1.3.9-10.A	Fiction	Approved textbook	Common Core	6 Days
The Necklace	CC.1.3.9-10.B	Plot		aligned	
	CC.1.3.9-10.C	Exposition	Classroom reading	assessments	
	CC.1.3.9-10.E	Rising Action	(supplemental fiction		
	CC.1.3.9-10.F	Climax	and/or nonfiction)	Analytical writing	
	CC.1.3.9-10.J	Falling Action / Resolution		(TDA or 5	
	CC.1.3.9-10.K	Setting	Classroom discussion	paragraph essay)	
	CC.1.4.9-10.A	Characters (Dynamic, Static,			
	CC.1.4.9-10.B	etc)	Video/Audio clips	Keystone	
	CC.1.4.9-10.E	Characterization		Expository Rubric	
	CC.1.4.9-10.F	Conflict	Technology resources		
	CC.1.4.9-10.H	Theme		Student-	
	CC.1.4.9-10.M	Cause and effect	Small group work Teacher	generated	
	CC.1.4.9-10.T	Irony	model	assessments	
		Figurative Language		(essays,	
				PowerPoint,	
		Vocabulary from text:	Analytical writing (TDA or 5	creative projects,	
		Adulation	paragraph essay)	journals, etc.)	
		<ul><li>Aghast</li></ul>			
		<ul><li>Askew</li></ul>		Formative	
		Exorbitant		assessments	
		Gamut			
		Pauper		Summative	
		<ul><li>Privation</li></ul>		assessments	
		<ul><li>Prospects</li></ul>			
		• Ruinous			
		Vexation			

Parts of Speech	CC.1.4.9-10.F	Noun	Approved textbook	Teacher	3 Days
	CC.1.4.9-10.L	Verbs		prepared tests,	
	CC.1.4.9-10.R	Pronoun	Classroom reading	quizzes, etc.	
		Adjective	(supplemental fiction		
		Adverb	and/or nonfiction)	Common Core	
		Prepositions		aligned	
		Conjunction	Classroom discussion	assessments	
		Interjections			
			Video/Audio clips	Analytical writing	
				(grammar	
			Technology resources	assessed in 5	
				paragraph essay)	
			Small group work		
				Student-	
			Teacher model	generated	
				assessments	

Most Dangerous Game	CC.1.3.9-10.A	Fiction	Approved textbook	Common Core	8 Days
	CC.1.3.9-10.B	Plot		aligned	
	CC.1.3.9-10.C	Exposition	Classroom reading	assessments	
	CC.1.3.9-10.E	Rising Action	(supplemental fiction		
	CC.1.3.9-10.J	Climax	and/or nonfiction)	Analytical	
	CC.1.3.9-10.K	Falling Action / Resolution		writing: TDA or	
	CC.1.4.9-10.A	Setting	Classroom discussion	essay format.	
	CC.1.4.9-10.B	Characters (Dynamic, Static,			
	CC.1.4.9-10.E	Protagonist, Antagonist, etc.)	Video/Audio clips	Keystone	
	CC.1.4.9-10.F	Characterization (Direct and		Expository	
	CC.1.4.9-10.H	Indirect)	Technology resources	Rubric/Keystone	
	CC.1.4.9-10.M	Conflict		Literature	
	CC.1.4.9-10.T	Theme	Small group work	Response Rubric	
		Suspense			
		Foreshadowing	Teacher model	Student-	
		Prediction		generated	
		Point of View	Analytical writing (TDA or 5	assessments	
		Figurative Language	paragraph essay)	(essays,	
				PowerPoint,	
		Vocabulary from text:		creative projects,	
		Affable		journals, etc.)	
		• Amenity			
		• Condone		Formative	
		Deplorable		assessments	
		Disarming     Drall			
		Droll     Elude		Summative	
		Imperative		assessments	
		• Quarry			
		• Scruple			
		• Solicitously			
		• Stamina			
		Tangible			
		• Uncanny			
		• Zealous			

CC.1.4.9-10.F	Subject	Approved textbook	Common Core	3 Days
CC.1.4.9-10.L	Verb		aligned	
CC.1.4.9-10.R	Singular noun	Classroom reading	assessments	
	Plural noun	(supplemental fiction		
	Phrase	and/or nonfiction)	Analytical	
	Prepositional phrase		writing:	
		Classroom discussion	(grammar	
			assessed writing)	
		Video/Audio clips		
		·	Student-	
		Technology resources	generated	
			assessments	
		Small group work	(essays,	
			PowerPoint,	
		Teacher model	creative projects,	
			journals, etc.)	
			Formative	
			assessments	
			Summative	
			assessments	
		CC.1.4.9-10.R Singular noun Plural noun Phrase	CC.1.4.9-10.R  Singular noun Plural noun Phrase Prepositional phrase  Classroom reading (supplemental fiction and/or nonfiction)  Classroom discussion  Video/Audio clips  Technology resources  Small group work	CC.1.4.9-10.R  Singular noun Plural noun Phrase Prepositional phrase  Classroom reading (supplemental fiction and/or nonfiction)  Analytical writing: (grammar assessed writing)  Video/Audio clips  Technology resources  Small group work  Small group work  Teacher model  Teacher model  Formative assessments  Summative

Cask of Amontillado	CC.1.3.9-10.A	Fiction	Approved textbook	Common Core	5 Days
	CC.1.3.9-10.B	Plot		aligned assessments	
	CC.1.3.9-10.C	Exposition	Classroom reading		
	CC.1.3.9-10.D	Rising Action	(supplemental fiction	Analytical writing	
	CC.1.3.9-10.E	Climax	and/or nonfiction)	response: Short	
	CC.1.3.9-10.F	Falling Action / Resolution		answer or TDA	
	CC.1.3.9-10.J	Setting	Classroom discussion		
	CC.1.3.9-10.K	Characters (Dynamic, Static,		Keystone Literature	
	CC.1.4.9-10.A	Protagonist, Antagonist, etc.)	Video/Audio clips	Response Rubric	
	CC.1.4.9-10.B	Characterization (Direct and			
	CC.1.4.9-10.E	Indirect)	Technology resources	Student-generated	
	CC.1.4.9-10.F	Conflict		assessments	
	CC.1.4.9-10.M	Theme	Small group work	(essays, PowerPoint,	
	CC.1.4.9-10.T	Irony		creative projects,	
		Suspense	Teacher model	journals, etc.)	
		Foreshadowing			
		Prediction	Analytical writing (TDA or 5	Formative	
		Point of View	paragraph essay)	assessments	
		Mood			
		Tone		Summative	
		Narrator		assessments	
		Sensory Details			
		Figurative Language			
		Vocabulary from text:			
		• Accost			
		Destined			
		• Fetter			
		• Implore			
		● Impunity			
		Preclude			
		• Repose			
		• Subside			
		Termination			

Pronoun Antecedent	CC.1.4.9-10.F	Pronoun	Approved textbook	Common Core	3 Days
Agreement	CC.1.4.9-10.L	Antecedent		aligned	
	CC.1.4.9-10.R	Personal pronoun	Classroom reading	assessments	
		Indefinite pronoun	(supplemental fiction		
		Reflexive pronoun	and/or nonfiction)	Analytical writing	
		Interrogative pronoun		(grammar	
		Demonstrative pronoun	Classroom discussion	assessed ongoing	
		Possessive pronoun		in written	
		Masculine feminine	Video/Audio clips	response)	
		Neutral			
			Technology resources	Collin's Method	
			Small group work	Student-	
			Sman group work	generated	
			Teacher model	assessments	
			readilet model	(essays,	
				PowerPoint,	
				creative projects,	
				journals, etc.)	
				, , , , , , , , , , , , , , , , , , , ,	
				Formative	
				assessments	
				Summative	
				assessments	

Gift of the Magi	CC.1.3.9-10.A	Fiction	Approved textbook	Series available	5 Days
Sit of the Magi	CC.1.3.9-10.B	Plot	, ipproved textbook	assessments	
	CC.1.3.9-10.C	Exposition	Classroom reading	online.	
		Rising Action	_	online.	
	CC.1.3.9-10.F	Climax	(supplemental fiction	Ci. de d	
	CC.1.3.9-10.J	Falling Action / Resolution	and/or nonfiction)	Student	
	CC.1.3.9-10.K	Setting		Generated	
	CC.1.4.9-10.A	Characters (Dynamic, Static,	Classroom discussion	assessments	
	CC.1.4.9-10.B	Protagonist, Antagonist, etc.)			
	CC.1.4.9-10.E		Video/Audio clips	(Essay, power	
	CC.1.4.9-10.F	Characterization (Direct and Indirect)		point, creative	
	CC.1.4.9-10.M	Conflict	Technology resources	project, journal)	
	CC.1.4.9-10.T	Theme			
			Small group work	Formative	
		Irony		assessments	
		Motivation	Teacher model		
		Foreshadowing	readilet model	Summative	
		Prediction Allusion		assessments	
			Analytical writing (TDA or 5	ussessificitis	
		Point of View	paragraph essay)		
		Mood	paragraphressay)		
		Tone			
		Narrator			
		Sensory Details			
		Figurative Language			
		Vocabulary from text:			
		• Agile			
		<ul><li>Assertion</li></ul>			
		Cascade			
		• Chronicle			
		<ul><li>Coveted</li></ul>			
		<ul> <li>Inconsequential</li> </ul>			
		• Instigate			
		<ul> <li>Predominating</li> </ul>			
		• Prudence			
		<ul> <li>Vestibule</li> </ul>			

Sentence Variety	CC.1.4.9-10.F	Simple sentence	Approved textbook	Common Core	4 Days
	CC.1.4.9-10.L	Compound sentence		aligned	
	CC.1.4.9-10.R	Complex sentence	Classroom reading	assessments	
		Subject	(supplemental fiction		
		Predicate	and/or nonfiction)	Analytical writing	
		Clause		(grammar is	
		Phrase	Classroom discussion	assessed in	
		Independent clause		writing)	
		Subordinate clause	Video/Audio clips		
				Keystone	
			Technology resources	Expository Rubric	
			Small group work	Student-	
				generated	
			Teacher model	assessments	
				(essays,	
				PowerPoint,	
				creative projects,	
				journals, etc.)	
				Formative	
				assessments	
				Summative	
				assessments	

CC 1 2 0 10 D		Approved textbook	Common Core	8 Days
CC.1.3.9-10.B	Plot		aligned	
CC.1.3.9-10.C	Exposition	Classroom reading	assessments	
CC.1.3.9-10.J	Rising action	(supplemental fiction		
CC.1.3.9-10.K	Climax	and/or nonfiction)	Analytical writing	
CC.1.4.9-10.A	Falling action Resolution		(2 page essay on	
CC.1.4.9-10.B	Setting	Classroom discussion		
			,	
	1	Video/Audio clips	Kevstone	
			•	
	,	Technology resources		
			Student-	
		Small group work		
		5a. 8. cap work	_	
			•	
			• •	
			journais, etc.j	
			Formative	
			assessinents	
			Summative	
	i igui ative Laliguage			
	Vocabulary from text:		assessments	
	•			
	• invalid			
	• iridescent			
	<ul><li>precariously</li></ul>			
	• reiterate			
	CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.A	CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.F CC.1.4.9-10.T  Characters  (dynamic/static)  Characters  (dynamic/static)  Characters  Cdynamic/static)  Characters  Cause and Effect  Irony Mood  Tone Narrator Sensory details  Motivation Prediction Draw conclusions  Allusion Figurative Language  Vocabulary from text:  • careen  • doggedness  • exotic  • heresy  • imminent  • infallibility  • invalid  • iridescent  • precariously	CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.F CC.1.4.9-10.T CC.1.4.9-10.T CC.1.4.9-10.T  CC.1.4.9-10.T	CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.M CC.1.4.9-10.T CC

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Quarter 2 Personal Narrative (MLA Format)	CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.D CC.1.4.9-10.E	MLA Format Standards: Page Headers Page Numbers Double-Spacing	Classroom textbook:  • Writing workshop (p. 131) Class discussion	Student Writing Prompt (2 page minimum)	14 Days
	CC.1.4.9-10.F CC.1.4.9-10.H CC.1.4.9-10.J CC.1.4.9-10.K CC.1.4.9-10.L	Font (Size and Style) Margins	Technology resources  Guided reading	Keystone Rubric  Teacher-Made  Writing Rubric	
	CC.1.4.9-10.M CC.1.4.9-10.N CC.1.4.9-10.O CC.1.4.9-10.P CC.1.4.9-10.Q		Teacher model  Small group work  • Pre-writing  • Drafting		
	CC.1.4.9-10.R CC.1.4.9-10.T CC.1.4.9-10.X		<ul><li>Revising</li><li>Editing/Proofreading</li><li>Reflecting</li></ul>		

Introduction to Poetry	CC.1.2.9-10.A	Rhyme	Classroom reading:	Teacher	10 Days
	CC.1.2.9-10.B	Stanzas	<ul> <li>"Annabel Lee" (p. 198)</li> </ul>	prepared tests,	
	CC.1.2.9-10.C	Sound Devices: (Alliteration,	• "The Raven"	quizzes, etc.	
	CC.1.2.9-10.D	Assonance)	<ul><li>"Ozymandias"</li></ul>		
	CC.1.2.9-10.E	Tone	"The Wreck of the	Common Core	
	CC.1.2.9-10. F	Mood	Hesperus" (p. 125)	aligned	
	CC.1.2.9-10. G	Imagery		assessments	
	CC.1.2.9-10.H	Symbolism	Class discussion		
	CC.1.2.9-10.I	Personification		(essays,	
	CC.1.2.9-10.J	Irony	Technology resources	PowerPoint,	
	CC.1.3.9-10.A	Free Verse		creative projects,	
	CC.1.3.9-10.B	Narrative Poetry	Guided reading	journals, etc.)	
	CC.1.3.9-10.C				
	CC.1.3.9-10.D		Video / audio clips	Formative	
	CC.1.3.9-10.E			assessments	
	CC.1.3.9-10.F		Teacher model		
	CC.1.3.9-10.I			Summative	
	CC.1.3.9-10.J		Small group work	assessments	
	CC.1.3.9-10.K				

The Odyssey	CC.1.2.9-10.A	Epic Poetry	Classroom reading (text)	Common Core	21 days
	CC.1.2.9-10.B	Epic Hero	(Supplemental fiction	aligned	
	CC.1.2.9-10.C	Epithet	and/or non-fiction)	assessments	
	CC.1.2.9-10.D	Epic Simile	<ul> <li>Author Biography:</li> </ul>		
	CC.1.2.9-10.E	Deus ex Machina	Homer (p. 967)	Analytical	
	CC.1.2.9-10. F			Writing: TDA	
	CC.1.2.9-10. G		Class discussion		
	CC.1.2.9-10.H			Keystone	
	CC.1.2.9-10.J		Technology resources	Literature	
	CC.1.3.9-10.A			Response Rubric	
	CC.1.3.9-10.B		Guided reading		
	CC.1.3.9-10.C			Analytical Writing	
	CC.1.3.9-10.F		Video / audio clips	(2 page essay	
	CC.1.3.9-10.J			with citations)	
	CC.1.3.9-10.K		Teacher model		
	CC.1.4.9-10.A			Keystone	
	CC.1.4.9-10.B		Small group work	Expository Rubric	
	CC.1.4.9-10.E				
	CC.1.4.9-10.F			Student-	
	CC.1.4.9-10.M		Analytical writing (TDA or 5	generated	
	CC.1.4.9-10.T		paragraph essay)	assessments	
	CC.1.4.9-10.U			(essays,	
	CC.1.4.9-10.V			PowerPoint,	
	CC.1.4.9-10.W			creative projects,	
				journals, etc.)	
				Formative	
				assessments	
				Summative	
				assessments	

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Quarter 3	CC.1.2.9-10.A	Elizabethan Theatre	Classroom reading	Common Core	5 Days
Introduction to	CC.1.2.9-10.B	Blank Verse	(Supplemental fiction	aligned	
Shakespeare	CC.1.2.9-10.C	Foil Characters	and/or non-fiction)	assessments	
	CC.1.2.9-10.D	Tragedy	<ul><li>"Shakespeare's World"</li></ul>		
	CC.1.2.9-10.E	Tragic Hero	(p. 983)	(PowerPoint,	
	CC.1.2.9-10. F	Comic Relief		creative projects,	
	CC.1.2.9-10. G	Allusion	Class discussion	journals, etc.)	
	CC.1.2.9-10.H	Soliloquy			
	CC.1.2.9-10.J	Aside	Technology resources	Formative	
	CC.1.4.9-10.A	lambic Pentameter		assessments	
	CC.1.4.9-10.B	Couplet	Guided reading		
	CC.1.4.9-10.E			Summative	
	CC.1.4.9-10.F		Video / audio clips	assessments	
	CC.1.4.9-10.M				
	CC.1.4.9-10.T				
	CC.1.4.9-10.U		Teacher model		
	CC.1.4.9-10.V				
	CC.1.4.9-10.W		Small group work		

Romeo and Juliet	CC.1.2.9-10.A	Prologue/Chorus	Classroom reading	Common Core	40 Days
	CC.1.2.9-10.B	Acts	<ul> <li>"The Tragedy of Romeo</li> </ul>	aligned	
	CC.1.2.9-10.C	Scenes	& Juliet" (p. 989)	assessments	
	CC.1.2.9-10.D	Shakespeare Terminology (ex:			
	CC.1.2.9-10.E	thy, thou, thee, art, 'tis, doth,	<ul> <li>"Romeo &amp; Juliet are</li> </ul>	Analytical writing:	
	CC.1.2.9-10. F	etc.)	Palestinian and	TDA	
	CC.1.2.9-10. G		Jewish" -		
	CC.1.2.9-10.H		nonfiction article (p.	Keystone	
	CC.1.2.9-10.J		1106)	Literature	
	CC.1.3.9-10.A			Response Rubric	
	CC.1.3.9-10.B				
	CC.1.3.9-10.C		Class discussion	Analytical	
	CC.1.3.9-10.F			Writing (2-3 page	
	CC.1.3.9-10.J		Technology resources	essay with proper	
	CC.1.3.9-10.K			citations)	
	CC.1.4.9-10.A		Guided reading		
	CC.1.4.9-10.B			Keystone	
	CC.1.4.9-10.E		Video / audio clips	Expository Rubric	
	CC.1.4.9-10.F		<ul> <li>Films: "Romeo &amp;</li> </ul>		
	CC.1.4.9-10.M		Juliet" (1968 and	Student-	
	CC.1.4.9-10.T		1996)	generated	
	CC.1.4.9-10.U			assessments	
	CC.1.4.9-10.V		Teacher model	(essays,	
	CC.1.4.9-10.W			PowerPoint,	
			Small group work	creative projects,	
				journals, etc.)	
			Analytical writing (TDA or 5		
			paragraph essay)	Formative	
				assessments	
				Summative	
				assessments	

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Quarter 4 Novel: To Kill a Mockingbird	CC.1.2.9-10.A CC.1.2.9-10.B CC.1.2.9-10.C CC.1.2.9-10.D CC.1.2.9-10.F CC.1.2.9-10. F CC.1.2.9-10. G CC.1.2.9-10.J CC.1.3.9-10.A CC.1.3.9-10.A CC.1.3.9-10.C CC.1.3.9-10.J CC.1.3.9-10.F CC.1.3.9-10.F CC.1.4.9-10.B CC.1.4.9-10.B CC.1.4.9-10.B CC.1.4.9-10.C CC.1.4.9-10.C CC.1.4.9-10.C CC.1.4.9-10.C CC.1.5.9-10.D CC.1.5.9-10.D CC.1.5.9-10.C CC.1.5.9-10.C	Novel Fiction Plot Exposition Rising Action Climax Falling Action / Resolution Setting Characters (Dynamic, Static, Protagonist, Antagonist, etc.) Characterization (Direct and Indirect) Conflict Theme Motivation Foreshadowing Flashback Prediction Allusion Point of View Perspective Mood Tone Symbolism Narrator  (Continued on next page)	Classroom reading  To Kill a Mockingbird" by Harper Lee (Novel)  Harper Lee Biography (outside source)  Outside resources to put the novel in context:  Jim Crow Laws Southern women Lynching Life during the Great Depression Scottsboro: An American Tragedy Classic historical crimes and trials (optional) Etc.  Class discussion  Technology resources  Guided reading  Video / audio clips Film: "To Kill a Mockingbird" (1962) Clips: "Scottsboro: An American Tragedy" (2000) – Found via PBS or YouTube	Common Core aligned Assessments  Analytical writing (2-3 pages MLA documented paper)  Keystone Expository Rubric  Student-generated assessments (essays, PowerPoint, creative projects, journals, etc.)  Formative assessments  Summative assessments	35 Days

Novel: To Kill a Mockingbird (Continued)	Analysis Rhetoric Evidence Context Diction Sensory Details	
	Figurative Language  Vocabulary from text:  Chapter Vocabulary (See attached Appendix)  Courtroom Vocabulary:  bench  circumstantial  evidence  closing argument  contempt  convicted  court reporter  coross-examination  defendant  deliberations  disorderly conduct  gavel  Immaterial/irrelevant  (Continued on next page)	

Novel: To Kill a	Specialized Vocabulary	
Mockingbird	(Tier II & Tier III):	
(Continued	o ambidextrous	
	o azaleas	
	o baton	
	o beadle	
	o beholden	
	o camellia	
	o chicken wire	
	o chiffarobe	
	o collard	
	o craw	
	o entailment	
	o haints	
	o hock	
	o intermarriage	
	o iota	
	o Jew's harp	
	o Ku Klux Klan	
	o licked	
	o limelight	
	o lynch	
	o mob	
	o morphine	
	o nigger (* teacher-	
	guided discussion for	
	loaded words)	
	o pertness	
	o pinioned	
	o stark, raving	
	o veneer	
	o venue	

Great Expectations by	CC.1.2.9-10.A-	Plot Elements	Great Expectations by	Common Core
Charles Dickens	CC.1.2.9-10.B	Characterization-	Charles Dickens	aligned
	CC.1.2.9-10.C	direct/indirect	Available in the old text	assessments
(alternate novel or if time	CC.1.2.9-10.D	Dynamic/static	book or in handout	
permitted)	CC.1.2.9-10.E	Stereotyping		Analytical writing
	CC.1.2.9-10. F	Classism	Victorian Web	(2-3pages MLA
	CC.1.2.9-10. G	Theme		documented
	CC.1.2.9-10.H	Foreshadowing	Handouts on Victorian	paper)
	CC.1.2.9-10.J	Allusion		
	CC.1.3.9-10.A	Satire	Characteristics of Literature	Student-
	CC.1.3.9-10.B	Writing style		generated
	CC.1.3.9-10.C	Victorian Literature	Victorian scavenger hunt	assessments
	CC.1.3.9-10.F	Vocabulary in text: See	online research	(essays,
	CC.1.3.9-10.J	Attached		PowerPoint,
	CC.1.3.9-10.K		Class discussion	creative projects,
	CC.1.4.9-10.A			journals, etc.)
	CC.1.4.9-10.B		Technology resources	
	CC.1.4.9-10.E			Formative
	CC.1.4.9-10.F		Guided reading	assessments
	CC.1.4.9-10.M		_	
	CC.1.4.9-10.T		Video / audio clips	Summative
	CC.1.4.9-10.U			assessments
	CC.1.4.9-10.V		Teacher model	
	CC.1.4.9-10.W			
	CC.1.5.9-10.A		Small group work	
	CC.1.5.9-10.B			
	CC.1.5.9-10.C			
	CC.1.5.9-10.D			
	CC.1.5.9-10.G			

Lord of the Flies by William	CC.1.2.9-10.A-	Plot Elements	Lord of the Flies by William	
Golding	CC.1.2.9-10.B	Characterization	Golding	
_	CC.1.2.9-10.C	wwii		
	CC.1.2.9-10.D	Dystopian Governments	Explanation of dystopian	
(alternate novel or if time	CC.1.2.9-10.E	Political satire	society	
permitted)	CC.1.2.9-10. F	Survival of the fittest	http://www.storyboardthat.	
	CC.1.2.9-10. G	Allusion	com/articles/e/dystopian-	
	CC.1.2.9-10.H	Symbolism	<u>elements</u>	
	CC.1.2.9-10.J	Theme		
	CC.1.3.9-10.A	Imagery	Handouts on WWII- web	
	CC.1.3.9-10.B		search	
	CC.1.3.9-10.C	Vocabulary in context:		
	CC.1.3.9-10.F	See attached	Characteristics of Literature	
	CC.1.3.9-10.J			
	CC.1.3.9-10.K		Class discussion	
	CC.1.4.9-10.A			
	CC.1.4.9-10.B		Technology resources	
	CC.1.4.9-10.E			
	CC.1.4.9-10.F		Guided reading	
	CC.1.4.9-10.M			
	CC.1.4.9-10.T		Video / audio clips	
	CC.1.4.9-10.U			
	CC.1.4.9-10.V			
	CC.1.4.9-10.W		Teacher model	
	CC.1.5.9-10.A		Small group work	
	CC.1.5.9-10.B			
	CC.1.5.9-10.C			
	CC.1.5.9-10.D			
	CC.1.5.9-10.G			
Final Review and Exam				10 days