

# IAA Curriculum

<b>Content Area</b>	English Language Arts	<b>Grade</b>	11
<b>Course Name</b>	American Literature		

<b>Unit / Concept</b>	Unit 1: Foundations and Encounters: Early American Literature					
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>• Exploration, Discovery, Immigration, Cultural Exchange,</li> </ul>					
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Why are we bound to certain places?</li> <li>• What motivates people to explore the unknown?</li> <li>• What does it mean to be a stranger in a strange land?</li> <li>• What happens when cultures collide?</li> </ul>					
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>• Analyze Folk Literature</li> <li>• Make Inferences</li> <li>• Write a Myth</li> <li>• Analyze Thematic Development</li> <li>• Analyze Plot Structure</li> <li>• Write a Dramatic Monologue</li> <li>• Analyze Informational Texts</li> <li>• Analyze and Evaluate Evidence</li> <li>• Write an Analytic Response</li> <li>• Analyze Voice</li> <li>• Paraphrase</li> <li>• Analyze Allusions</li> <li>• Write a Poem</li> <li>• Evaluate Author's Purpose</li> <li>• Analyze Language</li> <li>• Write an Informational Text</li> <li>• Evaluate Author's Purpose</li> <li>• Analyze Language</li> <li>• Write an Argument</li> </ul>					

Month	Smart Objectives (SWBAT) / Selection	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Essential Vocabulary: Unit 1
September 2021	<b>From: "The World on a Turtle's Back"</b> <ul style="list-style-type: none"> <li>• Identify the</li> </ul>	<b>From: "The World on a Turtle's Back"</b> <ul style="list-style-type: none"> <li>- Vocabulary Word</li> </ul>	CC.1.3.11-12.J CC.1.4.11-12.S CC.1.2.11-12.F	L.F.1.2 L.N.2.4 L.N.1.1	L.F.1.2.1 L.F.1.2.2 L.F.1.2.3	1. adapt 2. coherent 3. device

	<p>elements and message of a myth.</p> <ul style="list-style-type: none"> <li>• Conduct research and compare myths.</li> <li>• Write a myth about an aspect of nature or a human characteristic.</li> <li>• Present a myth orally.</li> <li>• Use strategies to understand multiple-meaning words.</li> <li>• Use reflexive pronouns in writing.</li> <li>• Discuss with a partner the question that the myth answers.</li> </ul> <p><b>From “Balboa”</b></p> <ul style="list-style-type: none"> <li>• Analyze the relationship between theme, characters, plot, and setting.</li> <li>• Research European explorers of the 1400s and 1500s.</li> <li>• Plan and compose a dramatic monologue.</li> <li>• Present a dramatic monologue.</li> <li>• Analyze context to learn the meanings of unfamiliar words.</li> <li>• Evaluate how authors use verb tenses.</li> <li>• Discuss with a partner the characters in the</li> </ul>	<p>Network</p> <ul style="list-style-type: none"> <li>- Guided Note</li> <li>- Whole group reading</li> <li>- Check your understanding</li> <li>- Analyze the text</li> <li>- Think-Pair-Share</li> <li>- Write a myth</li> <li>- Present a myth</li> </ul> <p><b>From “Balboa”</b></p> <ul style="list-style-type: none"> <li>- Vocabulary Word Network</li> <li>- Guided Note</li> <li>- Whole group reading</li> <li>- Check your understanding</li> <li>- Analyze the text</li> <li>- Think-Pair-Share</li> <li>- Write a Dramatic Monologue</li> <li>- Present a Dramatic Monologue</li> </ul> <p><b>From “A Desperate Trek Across America”</b></p> <ul style="list-style-type: none"> <li>- Vocabulary Word Network</li> <li>- Guided Note</li> <li>- Whole group reading</li> <li>- Check your understanding</li> <li>- Analyze the text</li> <li>- Think-Pair-Share</li> <li>- Write an analytics response</li> <li>- Present an analytic response</li> </ul> <p><b>From “Here Follow Some Verses Upon the Burning of Our House, July 10th, 1666”</b></p> <ul style="list-style-type: none"> <li>- Vocabulary Word Network</li> <li>- Guided Note</li> <li>- Whole group</li> </ul>	<p>CC.1.2.11-12.J  CC.1.3.11-12.C  CC.1.3.11-12.A  CC.1.2.11-12.F  CC.1.3.11-12.B  CC.1.2.11-12.C  CC.1.2.11-12.B  CC.1.2.11-12.D</p>	<p>L.N.1.2  L.F.2.3  L.F.2.1  L.N.1.3  L.N.2.3</p>	<p>L.F.1.2.4  L.N.2.4.1  L.N.2.4.2  L.N.2.4.3  L.N.2.4.4  L.N.2.4.5  L.N.1.1.1  L.N.1.1.2  L.N.1.1.3  L.N.1.1.4  L.N.1.2.1  L.N.1.2.2  L.N.1.2.3  L.N.1.2.4  L.F.2.3.1  L.F.2.3.2  L.F.2.3.3  L.F.2.3.4  L.F.2.3.5  L.F.2.3.6  L.F.2.1.1  L.F.2.1.2  L.N.1.3.1  L.N.1.3.2  L.N.1.3.3  L.N.2.3.1  L.N.2.3.2  L.N.2.3.3  L.N.2.3.4  L.N.2.3.5  L.N.2.3.6</p>	<p>4. displace  5. dynamic</p>
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	<p>text using lesson vocabulary.</p> <p><b>From “A Desperate Trek Across America”</b></p> <ul style="list-style-type: none"> <li>Analyze informational texts and evaluate information.</li> <li>Research the conquest of the Aztec empire.</li> <li>Write a response analyzing the author’s view of Cabeza de Vaca.</li> <li>Present a response to a group of classmates.</li> <li>Determine the meaning of foreign words in English.</li> <li>Analyze how writers use infinitives.</li> <li>Express opinions about the text.</li> </ul> <p><b>From “Here Follow Some Verses Upon the Burning of Our House, July 10th, 1666”</b></p> <ul style="list-style-type: none"> <li>Analyze how a poet accomplishes purpose through voice.</li> <li>Paraphrase difficult passages to clarify meaning.</li> <li>Analyze biblical allusion in words, phrases, passages, and literary works.</li> <li>Locate sources to find answers to questions.</li> <li>Use high-frequency</li> </ul>	<p>reading</p> <ul style="list-style-type: none"> <li>Check your understanding</li> <li>Analyze the text</li> <li>Think-Pair-Share</li> <li>Write a poem</li> <li>Discuss a poem</li> </ul> <p><b>From <i>Of Plymouth Plantation</i></b></p> <ul style="list-style-type: none"> <li>Vocabulary Word Network</li> <li>Guided Note</li> <li>Whole group reading</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Think-Pair-Share</li> <li>Write an informational text</li> <li>Hold a group discussion</li> </ul> <p><b>From <i>Coming of Age in the Dawnland</i></b></p> <ul style="list-style-type: none"> <li>Vocabulary Word Network</li> <li>Guided Note</li> <li>Whole group reading</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Think-Pair-Share</li> <li>Write an Argument</li> <li>Share a debate</li> </ul>			
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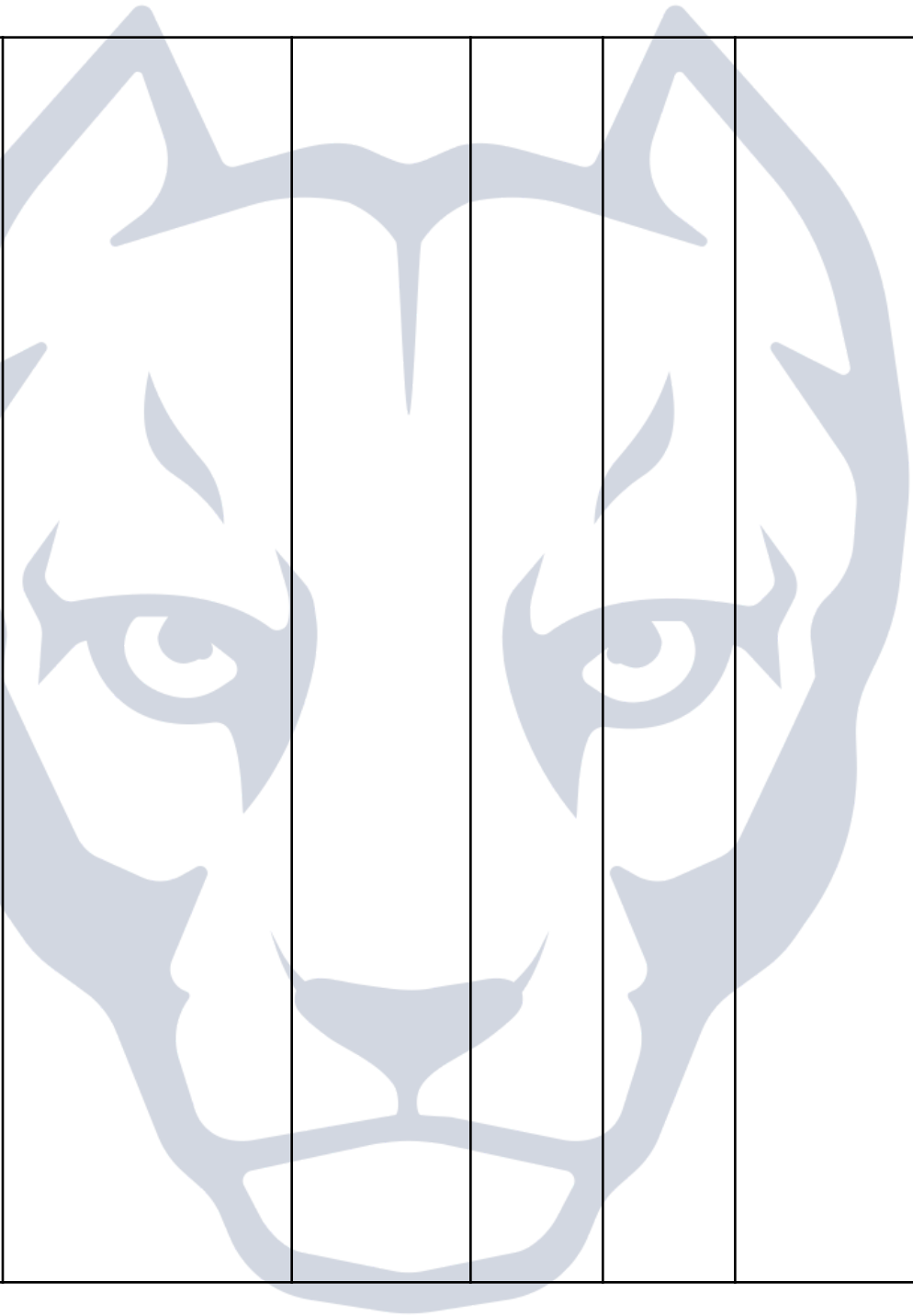
words to tell personal experiences.

**From *Of Plymouth Plantation***

- Evaluate the text to determine the author's purpose and analyze the author's use of language.
- Conduct research about Native American farming.
- Write an informational text about colonists and Native Americans confronting challenges.
- Discuss the relationship between Native Americans and colonists.
- Use strategies to define archaic vocabulary.
- Use active and passive voice effectively.
- Describe events experienced by the Native Americans and colonists using time-order words.

**From *Coming of Age in the Dawnland***

- Evaluate author's purpose.
- Determine the meaning of words and phrases.
- Conduct research about Native American alliances.



	<ul style="list-style-type: none"> <li>• Evaluate how successfully the author achieves his purpose by</li> <li>• writing a brief argument.</li> <li>• Discuss claims and supportive evidence for arguments.</li> <li>• Use strategies to define specialized vocabulary.</li> <li>• Identify dependent clauses and subordinating conjunctions.</li> <li>• Language Discuss details on a map and photographs.</li> </ul>					
<b>Resources</b>	<a href="#">Ed: My Friend in Learning (HMH)</a> , Schoology, Google Applications					
<b>Formative Assessments</b>	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					
<b>Summative Assessments</b>	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing projects					
<b>Strategies for ELL and IEP Support</b>	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel					

## IAA Curriculum

<b>Content Area</b>	English Language Arts	<b>Grade</b>	11
<b>Course Name</b>	American Literature		

<b>Unit / Concept</b>	Unit 2: Building a Democracy: The Revolutionary Period
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>• Oppression, Freedom, Power, Alliances</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What does oppression look like?</li> <li>• How do we gain our freedom?</li> <li>• How can we share power and build alliances?</li> <li>• How do we transform our lives?</li> </ul>
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>• Analyze Argumentative Texts</li> <li>• Analyze Text Structure</li> <li>• Write an Argument</li> <li>• Analyze Informative Texts</li> <li>• Analyze Structure</li> <li>• Write an Essay</li> <li>• Determine Author's Purpose</li> <li>• Analyze Effectiveness of Digital Text</li> <li>• Analyze and Evaluate Plot</li> <li>• Analyze Literary Elements</li> <li>• Write an Argumentative Essay</li> <li>• Monitor Comprehension</li> <li>• Evaluate Print and Graphic Features</li> <li>• Analyze Speaker</li> <li>• Analyze Theme</li> <li>• Analyze Sound Devices and Voice</li> <li>• Write a Prose Adaptation</li> <li>• Analyze Author's Purpose</li> <li>• Analyze Language: Voice and Tone</li> <li>• Write a Letter</li> <li>• Analyze Author's Purpose</li> <li>• Analyze Language: Voice and Tone</li> </ul>

Month	Smart Objectives (SWBAT) / Selection	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Essential Vocabulary: Unit 1
September 2021	<p><b>From <i>The Declaration of Independence</i></b></p> <ul style="list-style-type: none"> <li>Analyze the characteristics and structure of argumentative writing.</li> <li>Conduct research about laws passed by Great Britain prior to the Declaration.</li> <li>Write an essay explaining how effective you think Jefferson's argument was.</li> <li>Present Jefferson's ideas like a lawyer in a court case.</li> <li>Use semantic maps to analyze vocabulary words.</li> <li>Discuss parallelism as a tool in Jefferson's argument.</li> <li>Discuss a text using the key term reason.</li> </ul> <p><b>From "Thomas Jefferson: The Best of Enemies"</b></p> <ul style="list-style-type: none"> <li>Analyze the structure and purpose of informative texts.</li> <li>Research the Federalist Papers by Alexander Hamilton.</li> <li>Write an essay comparing the visions of Hamilton and Jefferson.</li> </ul>	<p><b>From <i>The Declaration of Independence</i></b></p> <ul style="list-style-type: none"> <li>Vocabulary Word Network</li> <li>Guided Note</li> <li>Whole group reading</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Think-Pair-Share</li> <li>Write an Argument</li> <li>Present an Argument</li> </ul> <p><b>From "Thomas Jefferson: The Best of Enemies"</b></p> <ul style="list-style-type: none"> <li>Vocabulary Word Network</li> <li>Guided Note</li> <li>Whole group reading</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Think-Pair-Share</li> <li>Write an Essay</li> <li>Present an Essay</li> </ul> <p><b>From <i>American Experience: "Alexander Hamilton"</i></b></p> <ul style="list-style-type: none"> <li>Vocabulary Word Network</li> <li>Guided Note</li> <li>Whole group reading</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Think-Pair-Share</li> <li>Write an Essay</li> </ul> <p><b>From "A Soldier for the Crown"</b></p>	<p>CC.1.3.11-12.B  CC.1.2.11-12.H  CC.1.2.11-12.C  CC.1.2.11-12.B  CC.1.2.11-12.E  CC.1.2.11-12.A  CC.1.2.11-12.I  CC.1.2.11-12.D  CC.1.4.11-12.D  CC.1.4.11-12.V  CC.1.4.11-12.E  CC.1.5.11-12.D  CC.1.5.11-12.E  CC.1.4.11-12.K  CC.1.4.11-12.B  CC.1.5.11-12.F  CC.1.4.11-12.C  CC.1.4.11-12.Q</p>	<p>L.F.2.1  L.N.2.5  L.N.1.1  L.N.1.3  L.N.2.4  L.N.2.3</p>	<p>L.F.2.1.1  L.F.2.1.2  L.N.2.5.1  L.N.2.5.2  L.N.2.5.3  L.N.2.5.4  L.N.2.5.5  L.N.2.5.6  L.N.1.1.1  L.N.1.1.2  L.N.1.1.3  L.N.1.1.4  L.N.1.3.1  L.N.1.3.2  L.N.1.3.3  L.N.2.4.1  L.N.2.4.2  L.N.2.4.3  L.N.2.4.4  L.N.2.4.5  L.N.2.3.1  L.N.2.3.2  L.N.2.3.3  L.N.2.3.4  L.N.2.3.5  L.N.2.3.6</p>	<ol style="list-style-type: none"> <li>Contrary</li> <li>Founder</li> <li>Ideological</li> <li>Publication</li> <li>revolution</li> </ol>

	<ul style="list-style-type: none"> <li>• Present an essay to highlight key points from the comparison.</li> <li>• Use print and digital sources to clarify multiple meanings.</li> <li>• Understand the use of hyphens.</li> <li>• Compare and contrast ideas using terms such as but, however, or whereas.</li> </ul> <p><b>From American Experience: “Alexander Hamilton”</b></p> <ul style="list-style-type: none"> <li>• Consider the purpose and intended audience for an informational video and analyze the effectiveness of multimodal/digital text.</li> <li>• Research the Constitutional Convention.</li> <li>• Compare and contrast the article and the video.</li> <li>• Create a multimedia presentation to present research.</li> <li>• Use Vocabulary Words when writing and discussing video.</li> <li>• Discuss the main idea and key details.</li> </ul> <p><b>From “A Soldier for the Crown”</b></p> <ul style="list-style-type: none"> <li>• Analyze the structure and narrative methods</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary Word Network</li> <li>- Guided Note</li> <li>- Whole group reading</li> <li>- Check your understanding</li> <li>- Analyze the text</li> <li>- Think-Pair-Share</li> <li>- Write an Argumentative Essay</li> </ul> <p><b>From The Autobiography of Benjamin Franklin</b></p> <ul style="list-style-type: none"> <li>- Vocabulary Word Network</li> <li>- Guided Note</li> <li>- Whole group reading</li> <li>- Check your understanding</li> <li>- Analyze the text</li> <li>- Think-Pair-Share</li> <li>- Write an Essay</li> </ul> <p><b>From “On Being Brought from Africa to America and “Sympathy”</b></p> <ul style="list-style-type: none"> <li>- Vocabulary Word Network</li> <li>- Guided Note</li> <li>- Whole group reading</li> <li>- Check your understanding</li> <li>- Analyze the text</li> <li>- Think-Pair-Share</li> <li>- Write a prose adaptation</li> </ul> <p><b>From “Letter to John Adams” and “Lean In”</b></p> <ul style="list-style-type: none"> <li>- Vocabulary Word Network</li> <li>- Guided Note</li> <li>- Whole group reading</li> <li>- Check your understanding</li> </ul>			
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	<ul style="list-style-type: none"> <li>• of short stories.</li> <li>• Evaluate the use of literary devices.</li> <li>• Conduct research on what happened to loyalists during and after the American Revolution.</li> <li>• Write an opinion essay about taking risks.</li> <li>• Debate about Freeman's gamble.</li> <li>• Understand and use prefixes and suffixes.</li> <li>• Learn the rules for subject-verb agreement.</li> <li>• Discuss character traits using key words.</li> </ul> <p><b>From <i>The Autobiography of Benjamin Franklin</i></b></p> <ul style="list-style-type: none"> <li>• Evaluate a variety of graphic features.</li> <li>• Research the life and accomplishments of Benjamin Franklin.</li> <li>• Write an autobiographical essay.</li> <li>• Discuss the process for writing an autobiography.</li> <li>• Learn Latin roots and word families.</li> <li>• Identify and understand Standard English conventions.</li> <li>• Identify and describe a virtue that is relevant today</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze the text</li> <li>- Think-Pair-Share</li> <li>- Write a letter</li> <li>- Write an essay</li> </ul>			
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**From “On Being Brought from Africa to America and “Sympathy”**

- Identify words that express the speaker’s emotion and attitude.
- Use the Internet and/or history books to research the slave trade.
- Write a prose adaptation of a poem.
- Analyze thematic development in poetry.
- Compare the themes of two poems.
- Assess how sound devices contribute to poetic voice.
- Discuss poetry using the words stanza, rhyme, and rhythm.

**From “Letter to John Adams” and “Lean In”**

- Analyze author’s purpose, voice, and tone.
- Research the Adams family’s impact on American history.
- Write a letter to a notable figure from the American Revolution.
- Discuss the importance of letters in small groups.
- Analyze context and connotation to evaluate nuances in meaning.

	<ul style="list-style-type: none"> <li>• Learn and apply formal English.</li> <li>• Verbalize inferences and opinions.</li> </ul>					
<b>Resources</b>	<a href="#">Ed: My Friend in Learning (HMH)</a> , Schoology, Google Applications					
<b>Formative Assessments</b>	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					
<b>Summative Assessments</b>	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, write a short story, create a hero, compare and contrast essay					
<b>Strategies for ELL and IEP Support</b>	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel					

## IAA Curriculum

<b>Content Area</b>	English Language Arts	<b>Grade</b>	11
<b>Course Name</b>	American Literature		

<b>Unit / Concept</b>	Unit 3: The Individual and the Society: Literature of the American Renaissance
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>• Fear, Identity, Self, Self-reflection, Society</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• In what ways do we seek to remain true to ourselves?</li> <li>• How do we relate to the world around us?</li> <li>• What do we secretly fear?</li> <li>• When should we stop and reflect on our lives?</li> </ul>
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>• Analyze Poetry</li> <li>• Analyze Theme and Structure</li> <li>• Write an Argument</li> <li>• Analyze Essays</li> <li>• Analyze Development of Key Ideas</li> <li>• Write an Essay</li> <li>• Analyze Theme and Structure</li> <li>• Analyze Figurative Language</li> <li>• Analyze Sound Devices</li> <li>• Write a Poem</li> <li>• Analyze Imagery</li> <li>• Summarize</li> <li>• Analyze Author's Craft</li> <li>• Analyze Literary Elements</li> <li>• Analyze Mood</li> <li>• Analyze Plot Structure</li> <li>• Compare Themes</li> <li>• Write Explanatory Essay</li> </ul>

Month	Smart Objectives (SWBAT) / Selection	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Essential Vocabulary: Unit 1
January 2021	<p><b>From “Song of Myself”</b></p> <ul style="list-style-type: none"> <li>Analyze a poem.</li> <li>Identify poetic elements used to help the reader determine themes.</li> <li>Evaluate whether Whitman emulates his own description of democratic attitudes.</li> <li>Write an argument that supports a position about Whitman’s egoism.</li> <li>Defend a position in a class debate.</li> </ul> <p><b>From “My Friend Walt Whitman”</b></p> <ul style="list-style-type: none"> <li>Demonstrate comprehension using academic vocabulary.</li> <li>Analyze a poem by examining and annotating the text.</li> <li>Support a position using the words claim, reason, and evidence.</li> <li>Analyze an essay for the development of key ideas using annotation.</li> <li>Make connections between the author’s works.</li> <li>Write an essay about a favorite author.</li> <li>Discuss the impact</li> </ul>	<p><b>From “Song of Myself”</b></p> <ul style="list-style-type: none"> <li>Vocabulary Word Network</li> <li>Guided Note</li> <li>Whole group reading</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Think-Pair-Share</li> <li>Write an Argument</li> <li>Debate a position</li> </ul> <p><b>From “My Friend Walt Whitman”</b></p> <ul style="list-style-type: none"> <li>Vocabulary Word Network</li> <li>Guided Note</li> <li>Whole group reading</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Think-Pair-Share</li> <li>Write an Essay</li> <li>Discuss in a small group</li> </ul> <p><b>From Poem of Emily Dickinson</b></p> <ul style="list-style-type: none"> <li>Vocabulary Word Network</li> <li>Guided Note</li> <li>Whole group reading</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Think-Pair-Share</li> <li>Write a Poem</li> <li>Discuss Poems</li> </ul> <p><b>From “In the Seasons of Change”</b></p>	<p>CC.1.3.11-12.H CC.1.3.11-12.A CC.1.3.11-12.B CC.1.2.11-12.C CC.1.2.11-12.B CC.1.2.11-12.D CC.1.2.11-12.A CC.1.4.11-12.V CC.1.4.11-12.P CC.1.4.11-12.O CC.1.4.11-12.D CC.1.4.11-12.E CC.1.5.11-12.D CC.1.4.11-12.K CC.1.5.11-12.F CC.1.4.11-12.Q</p>	<p>L.F.2.2 L.F.1.3 L.N.1.3 L.N.2.3</p>	<p>L.F.2.2.1 L.F.2.2.2 L.F.2.2.3 L.F.2.2.4 L.F.1.3.1 L.F.1.3.2 L.N.1.3.1 L.N.1.3.2 L.N.1.3.3 L.N.2.3.1 L.N.2.3.2 L.N.2.3.3 L.N.2.3.4 L.N.2.3.5 L.N.2.3.6</p>	<ol style="list-style-type: none"> <li>analogy</li> <li>denote</li> <li>quote</li> <li>topic</li> <li>unique</li> </ol>

	<p>of literature on our lives.</p> <p><b>From Poem of Emily Dickinson</b></p> <ul style="list-style-type: none"> <li>• Define critical vocabulary words.</li> <li>• Identify examples from the selection of an informal writing style.</li> <li>• Express personal connections to the text.</li> <li>• Analyze theme, structure, figurative language, and sound devices.</li> <li>• Conduct research about Dickinson's letter writing.</li> <li>• Write a poem using concrete images to express an abstract idea.</li> <li>• Discuss the poem's images and ideas.</li> </ul> <p><b>From "In the Seasons of Change"</b></p> <ul style="list-style-type: none"> <li>• Identify and write words that rhyme.</li> <li>• Analyze sound devices and the use of imagery.</li> <li>• Conduct research about culture groups in Texas.</li> <li>• Write a free-verse poem.</li> <li>• Present an original free-verse poem.</li> </ul> <p><b>From <i>Walden</i> and from <i>The Last Child of the Woods</i></b></p> <ul style="list-style-type: none"> <li>• Discuss how free verse sounds like natural speech.</li> <li>• Summarize author's thesis and</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary Word Network</li> <li>- Guided Note</li> <li>- Whole group reading</li> <li>- Check your understanding</li> <li>- Analyze the text</li> <li>- Think-Pair-Share</li> <li>- Write a Poem</li> <li>- Present a Poem</li> </ul> <p><b>From <i>Walden</i> and from <i>The Last Child of the Woods</i></b></p> <ul style="list-style-type: none"> <li>- Vocabulary Word Network</li> <li>- Guided Note</li> <li>- Whole group reading</li> <li>- Check your understanding</li> <li>- Analyze the text</li> <li>- Think-Pair-Share</li> <li>- Write an Essay</li> <li>- Present an Essay</li> </ul> <p><b>From "The Minister's Black Veil" and "The Pit and the Pendulum"</b></p> <ul style="list-style-type: none"> <li>- Vocabulary Word Network</li> <li>- Guided Note</li> <li>- Whole group reading</li> <li>- Check your understanding</li> <li>- Analyze the text</li> <li>- Think-Pair-Share</li> <li>- Write an Essay</li> <li>- Discuss in Small Groups</li> <li>- Write an Adaptation</li> <li>- Present an Adaptation</li> <li>- Write an Explanatory Essay</li> </ul>				
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- main ideas.
- Evaluate author's use of literary devices and figures of speech.
- Identify and analyze rhetorical questions.
- Conduct research about the American frontier and Frederick Jackson Turner.
- Write an essay explaining key aspects of transcendentalism
- Make an oral presentation to peers on transcendentalism.

**From "The Minister's Black Veil" and "The Pit and the Pendulum"**

- Use context clues to determine the meaning of words.
- Write rhetorical questions.
- Discuss literary devices using the key word compares.
- Analyze the story's structure and how the author uses suspense, ambiguity, and symbolism.
- Research Nathaniel Hawthorne's biography to determine how his life shaped his work.
- Write an explanatory essay.



	<ul style="list-style-type: none"> <li>• Participate in a group discussion.</li> <li>• Compare denotation with connotation of words.</li> <li>• Identify and apply appositive words and phrases.</li> <li>• Discuss the story using the key word symbol.</li> </ul>					
<b>Resources</b>	<a href="#">Ed: My Friend in Learning (HMH)</a> , Schoology, Google Applications					
<b>Formative Assessments</b>	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					
<b>Summative Assessments</b>	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, write a short story, create a hero, compare and contrast essay					
<b>Strategies for ELL and IEP Support</b>	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel					



## IAA Curriculum

<b>Content Area</b>	English Language Arts	<b>Grade</b>	11
<b>Course Name</b>	American Literature		

<b>Unit / Concept</b>	Unit 4: The Quest for Freedom: The Civil War and its Aftermath
<b>Big Ideas</b>	Self-determination, racism, divisive versus inclusive society, civil war, progress versus regress
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>• When is self-determination possible?</li><li>• What divides us as human beings?</li><li>• How do we face defeat?</li><li>• What is the price of progress?</li></ul>
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"><li>• Analyze author's purpose</li><li>• Analyze letters</li><li>• Analyze tone</li><li>• Make connections</li><li>• Analyze media effectiveness</li><li>• Analyze literary elements</li><li>• Analyze structure</li><li>• Analyze informational texts</li><li>• Analyze and evaluate arguments</li><li>• Analyze speaker and voice</li><li>• Analyze sound devices</li><li>• Analyze language</li></ul>

Month	Smart Objectives (SWBAT) / Selection	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Essential Vocabulary: Unit 4
February 2022	<ul style="list-style-type: none"> <li>● Compare writer's voice</li> </ul> <p><b>From "Second Inaugural Address"</b></p> <ul style="list-style-type: none"> <li>● Analyze the author's argument, cite evidence to support it, and identify the author's call to action.</li> <li>● Conduct research about opposing consequences of the Civil War.</li> <li>● Write a letter responding to Lincoln's address.</li> <li>● Discuss and evaluate Lincoln's address.</li> <li>● Use a dictionary to confirm correct pronunciation of words with</li> <li>● silent letters.</li> <li>● Identify examples of balanced statements.</li> <li>● Discuss with a partner details from the selection</li> </ul> <p><b>From "To My Old Master"</b></p> <ul style="list-style-type: none"> <li>● Identify text that expresses the writer's attitude and cite examples</li> <li>● of the writer's tone.</li> <li>● Conduct research to show cause-effect relationship of amendments on African American lives.</li> <li>● Write a biographical essay about Frederick Douglass.</li> <li>● Give a presentation about Frederick Douglass to a small group.</li> <li>● Use context to determine the meaning of words.</li> <li>● Identify noun clauses and their function.</li> <li>● Identify supporting details in a text.</li> </ul>	<p><b>From "Second Inaugural Address"</b></p> <ul style="list-style-type: none"> <li>● Guided notes</li> <li>● Three-way talking points</li> <li>● Tell me what and why</li> <li>● Critical vocabulary</li> <li>● Check your understanding</li> <li>● Analyze the text</li> <li>● Research the aftermath of the Civil War</li> <li>● Write a letter</li> <li>● Discuss and evaluate a speech</li> </ul> <p><b>From "To My Old Master"</b></p> <ul style="list-style-type: none"> <li>● Guided notes</li> <li>● Role play and discuss</li> <li>● Draw a conclusion and vote</li> <li>● Critical vocabulary</li> <li>● Check your understanding</li> <li>● Analyze the text</li> <li>● Research the 13th, 14th, and 15th amendments</li> <li>● Write a biographical essay</li> <li>● Give a presentation</li> </ul> <p><b>From "Civil War Photographs"</b></p> <ul style="list-style-type: none"> <li>● Create a message poster</li> <li>● It's in the details</li> <li>● Analyze media effectiveness</li> <li>● Analyze media</li> <li>● Research photography during the Civil War</li> <li>● Write a didactic placard</li> <li>● Hold a debate</li> </ul>	<p>CC.1.3.11-12.J  CC.1.2.11-12.J  CC.1.2.11-12.H  CC.1.2.11-12.E  CC.1.2.11-12.A  CC.1.2.11-12.I  CC.1.3.11-12.B  CC.1.2.11-12.C  CC.1.2.11-12.B  CC.1.2.11-12.D  CC.1.4.11-12.V  CC.1.4.11-12.E.1  CC.1.4.11-12.K.1  CC.1.4.11-12.Q.3  CC.1.2.11-12.G  CC.1.4.11-12.Q  CC.1.4.11-12.Q.2  CC.1.5.11-12.D  CC.1.2.11-12.F  CC.1.2.11-12.L  CC.1.4.11-12.S</p>	<p>L.F.2.2  L.F.1.3  L.N.1.3  L.N.2.3</p>	<p>L.F.2.2.1  L.F.2.2.2  L.F.2.2.3  L.F.2.2.4  L.F.1.3.1  L.F.1.3.2  L.N.1.3.1  L.N.1.3.2  L.N.1.3.3  L.N.2.3.1  L.N.2.3.2  L.N.2.3.3  L.N.2.3.4  L.N.2.3.5  L.N.2.3.6</p>	<ol style="list-style-type: none"> <li>1. Confirm</li> <li>2. Definitely</li> <li>3. Deny</li> <li>4. Format</li> <li>5. Unify</li> </ol>

	<p><b>From “Civil War Photographs”</b></p> <ul style="list-style-type: none"> <li>● Make connections with photographs and analyze media effectiveness.</li> <li>● Research photography creation and distribution during the Civil War.</li> <li>● Write a didactic placard for a Civil War photograph.</li> <li>● Debate whether the public should see violent war images.</li> <li>● Use academic vocabulary words in writing.</li> <li>● Express ideas and describe a photograph’s message</li> </ul> <p><b>From “An Occurrence at Owl Creek Bridge”</b></p> <ul style="list-style-type: none"> <li>● Use literary elements to understand a story.</li> <li>● Analyze the structure of a literary work.</li> <li>● Conduct research to answer specific questions.</li> <li>● Write a short story.</li> <li>● Discuss your short story with a partner.</li> <li>● Explain the connection between a word’s meaning and its etymology.</li> <li>● Revise your short story by adding sensory language.</li> <li>● Answer questions about the author’s message.</li> </ul> <p><b>From “Building the Transcontinental Railroad”</b></p> <ul style="list-style-type: none"> <li>● Analyze informational texts and author’s purpose.</li> <li>● Conduct research about Chinese immigration.</li> <li>● Write a historical report.</li> <li>● Participate in group</li> </ul>	<p><b>From “An Occurrence at Owl Creek Bridge”</b></p> <ul style="list-style-type: none"> <li>● Guided notes</li> <li>● Think-pair-share</li> <li>● Reciprocal teaching</li> <li>● Critical vocabulary</li> <li>● Check your understanding</li> <li>● Analyze the text</li> <li>● Research the use of spies during the Civil War</li> <li>● Write a short story</li> <li>● Share your story</li> </ul> <p><b>From “Building the Transcontinental Railroad”</b></p> <ul style="list-style-type: none"> <li>● Guided notes</li> <li>● Numbered heads together</li> <li>● Sticky note peer review</li> <li>● Critical vocabulary</li> <li>● Check for understanding</li> <li>● Analyze the text</li> <li>● Research why people were leaving their countries during this time period</li> <li>● Write a historical report</li> <li>● Discuss with a small group</li> </ul> <p><b>From “Declaration of Sentiments / Speech to the American Equal Rights Association”</b></p> <ul style="list-style-type: none"> <li>● Guided notes</li> <li>● Jigsaw</li> <li>● Three minute review</li> <li>● Critical vocabulary</li> <li>● Check your understanding</li> <li>● Analyze the texts</li> <li>● Research the Declaration of Sentiments</li> <li>● Write a</li> </ul>				
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	<p>discussion.</p> <ul style="list-style-type: none"> <li>• Use context clues to determine word meanings.</li> <li>• Edit sentences to correct misplaced modifiers.</li> <li>• Make comparisons using connecting words</li> </ul> <p><b>From “Declaration of Sentiments / Speech to the American Equal Rights Association”</b></p> <ul style="list-style-type: none"> <li>• Identify claims to evaluate an argument.</li> <li>• Analyze author’s purpose and determine meaning.</li> <li>• Conduct research on Lucretia Mott and women’s rights.</li> <li>• Compare and contrast two arguments while citing evidence.</li> <li>• Present a dramatic reading of an effective argument.</li> <li>• Use suffixes to become familiar with patterns of word change.</li> <li>• Examine how rhetorical devices develop an argument.</li> <li>• Discuss the elements of an argument, using key terms claim, reasons, and evidence.</li> </ul> <p><b>From “Runagate Runagate” / from <i>Incidents in the Life of a Slave Girl</i></b></p> <ul style="list-style-type: none"> <li>• Analyze a poem for voice.</li> <li>• Research historical figures for deeper understanding of allusion.</li> <li>• Paraphrase a text to maintain meaning.</li> <li>• Present research aloud to a group.</li> <li>• Examine connotations of synonyms.</li> <li>• Analyze language for allusions.</li> </ul>	<p>comparison-and-contrast essay</p> <ul style="list-style-type: none"> <li>• Give a dramatic reading</li> <li>• Collaborate and compare</li> </ul> <p><b>From “Runagate Runagate” / from <i>Incidents in the Life of a Slave Girl</i></b></p> <ul style="list-style-type: none"> <li>• Guided notes</li> <li>• Chunking the text/think-pair-share</li> <li>• Double-entry journal/visualization</li> <li>• Check your understanding</li> <li>• Analyze the text</li> <li>• Research the underground railroad</li> <li>• Write a literary analysis</li> <li>• Present a dramatic reading</li> <li>• Think-pair-share</li> <li>• Critical vocabulary</li> <li>• Write an autobiographical sketch</li> <li>• Share and discuss characters</li> <li>• Collaborate and compare</li> </ul>				
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	<ul style="list-style-type: none"> <li>● Identify subject pronouns.</li> <li>● Examine direct and indirect characterization.</li> <li>● Research slave narratives.</li> <li>● Write an autobiographical sketch.</li> <li>● Discuss research findings in a group.</li> <li>● Analyze connotative and denotative meanings.</li> <li>● Examine dialect and idioms using context clues.</li> <li>● Discuss a narrative using the terms character and point of view.</li> </ul>					
<b>Resources</b>	<a href="#">Ed: My Friend in Learning (HMH)</a> , Schoology, Google Applications					
<b>Formative Assessments</b>	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					
<b>Summative Assessments</b>	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing projects, Write a letter, write a biographical essay, write a short story, write a historical report, Write a comparison-and-contrast essay					
<b>Strategies for ELL and IEP Support</b>	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel					

## IAA Curriculum

<b>Content Area</b>	English Language Arts	<b>Grade</b>	11
<b>Course Name</b>	American Literature		

<b>Unit / Concept</b>	Unit 5: America Transformed: An Age of Realism
<b>Big Ideas</b>	<ul style="list-style-type: none"><li>• Naturalism, Progressive Era, laws and economic circumstances, powerful groups, progress, Realism</li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>• To what degree do we control our lives?</li><li>• Why do humans cause harm?</li><li>• What are the consequences of change?</li><li>• What makes a place unique?</li></ul>
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"><li>• Analyze character</li><li>• Analyze setting</li><li>• Analyze author's purpose</li><li>• Analyze tone</li><li>• Evaluate graphic features</li><li>• Evaluate counterarguments</li><li>• Analyze point of view</li><li>• Make and confirm predictions</li><li>• Synthesize information</li></ul>

Month	Smart Objectives (SWBAT) / Selection	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Essential Vocabulary: Unit 5
March/April 2022	<ul style="list-style-type: none"> <li>● Compare author's purpose</li> </ul> <p><b>From "To Build a Fire"</b></p> <ul style="list-style-type: none"> <li>● Analyze character and setting.</li> <li>● Conduct research and compare short stories.</li> <li>● Write a how-to guide with a detailed set of instructions.</li> <li>● Present a how-to demonstration orally.</li> <li>● Use strategies to identify allusions and word origins.</li> <li>● Write a short narrative using the author's calm, unemotional tone.</li> <li>● Write an informative text that describes a task.</li> </ul> <p><b>From "The Lowest Animal"</b></p> <ul style="list-style-type: none"> <li>● Analyze author's purpose and tone.</li> <li>● Research Mark Twain and his use of satire.</li> <li>● Write a satire using Twain's techniques.</li> <li>● Present a satire before an audience.</li> <li>● Identify word nuances.</li> <li>● Write sentences using parallelism and anaphora.</li> <li>● Express ideas using vocabulary words.</li> </ul> <p><b>From "Why Everyone Must Get Ready For the Fourth Industrial Revolution"</b></p> <ul style="list-style-type: none"> <li>● Identify the elements and message of a multimodal text.</li> </ul>	<p><b>From "To Build a Fire"</b></p> <ul style="list-style-type: none"> <li>● Guided notes</li> <li>● Double-entry journal</li> <li>● Reciprocal teaching</li> <li>● Critical vocabulary</li> <li>● Check your understanding</li> <li>● Analyze the text</li> <li>● Research stories by London</li> <li>● Write a how-to guide</li> <li>● Present a how-to presentation</li> </ul> <p><b>From "The Lowest Animal"</b></p> <ul style="list-style-type: none"> <li>● Activating academic vocabulary</li> <li>● Think-pair-share</li> <li>● Critical vocabulary</li> <li>● Check your understanding</li> <li>● Analyze the text</li> <li>● Research Mark Twain's satire</li> <li>● Write a satire</li> <li>● Present a satire</li> </ul> <p><b>From "Why Everyone Must Get Ready For the Fourth Industrial Revolution"</b></p> <ul style="list-style-type: none"> <li>● Activating academic vocabulary</li> <li>● Three-minute review</li> <li>● Critical vocabulary</li> <li>● Check your understanding</li> <li>● Analyze the text</li> <li>● Research the causes and effects of the Industrial Revolution</li> <li>● Write an argument</li> <li>● Present an argument</li> </ul>	CC.1.3.11-12.J CC.1.2.11-12.J CC.1.3.11-12.H CC.1.2.11-12.F CC.1.3.11-12.C CC.1.4.11-12.C CC.1.3.11-12.A CC.1.2.11-12.A CC.1.2.11-12.D CC.1.4.11-12.D CC.1.5.11-12.D CC.1.4.11-12.V CC.1.4.11-12.E.1 CC.1.4.11-12.K.1 CC.1.2.11-12.B CC.1.3.11-12.B CC.1.4.11-12.B CC.1.4.11-12.Q.3 CC.1.4.11-12.L CC.1.4.11-12.R CC.1.2.11-12.G CC.1.4.11-12.Q CC.1.4.11-12.V CC.1.4.11-12.N CC.1.4.11-12.P CC.1.4.11-12.O CC.1.4.11-12.S	L.F.2.2 L.F.1.3 L.N.1.3 L.N.2.3	L.F.2.2.1 L.F.2.2.2 L.F.2.2.3 L.F.2.2.4 L.F.1.3.1 L.F.1.3.2 L.N.1.3.1 L.N.1.3.2 L.N.1.3.3 L.N.2.3.1 L.N.2.3.2 L.N.2.3.3 L.N.2.3.4 L.N.2.3.5 L.N.2.3.6	<ol style="list-style-type: none"> <li>1. Ambiguous</li> <li>2. Clarify</li> <li>3. Implicit</li> <li>4. Revise</li> <li>5. Somewhat</li> </ol>

	<ul style="list-style-type: none"> <li>• Conduct research to identify the causes and effects of three industrial revolutions.</li> <li>• Write an argument for or against the likely occurrence of a fourth industrial revolution.</li> <li>• Present an argument orally.</li> <li>• Use context clues to understand word meanings.</li> <li>• Use capitalization in writing.</li> <li>• Create a graphic using details from the selection.</li> </ul> <p><b>From “The Story of an Hour”</b></p> <ul style="list-style-type: none"> <li>• Analyze point of view.</li> <li>• Make and confirm predictions.</li> <li>• Research critical reviews of novels.</li> <li>• Write a short story.</li> <li>• Participate in group discussions.</li> <li>• Find meanings for multiple-meaning words.</li> <li>• Write effective sentences with varied sentence structures.</li> <li>• Describe characters using lesson vocabulary.</li> </ul> <p><b>From “Chicago”</b></p> <ul style="list-style-type: none"> <li>• Create mental images.</li> <li>• Analyze diction and syntax.</li> <li>• Research literary criticism of Carl Sandburg.</li> <li>• Write a poem.</li> <li>• Present a dramatic reading.</li> </ul>	<p><b>From “The Story of an Hour”</b></p> <ul style="list-style-type: none"> <li>• Guided notes</li> <li>• Think-pair-share</li> <li>• Three before me</li> <li>• Critical vocabulary</li> <li>• Check your understanding</li> <li>• Analyze the text</li> <li>• Research Chopin’s other novels</li> <li>• Write a short story</li> <li>• Discuss with a small group</li> </ul> <p><b>From “Chicago”</b></p> <ul style="list-style-type: none"> <li>• Think-pair-share</li> <li>• Three before me</li> <li>• Check your understanding</li> <li>• Analyze the text</li> <li>• Research three authors</li> <li>• Write a poem</li> <li>• Present a dramatic reading</li> </ul> <p><b>From <i>The Jungle</i> / “Food Product Design from <i>Fast Food Nation</i>”</b></p> <ul style="list-style-type: none"> <li>• Guided notes</li> <li>• Jigsaw</li> <li>• Double-entry journal</li> <li>• Critical vocabulary</li> <li>• Check your understanding</li> <li>• Analyze the text</li> <li>• Research corruption and injustice during the Progressive Era</li> </ul>				
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	<ul style="list-style-type: none"> <li>• Apply academic vocabulary.</li> <li>• Identify and explain figures of speech</li> </ul> <p><b>From The Jungle / “Food Product Design from Fast Food Nation</b></p> <ul style="list-style-type: none"> <li>• Analyze author’s purpose and synthesize information.</li> <li>• Research journalists of the Progressive Era.</li> <li>• Write a literary analysis.</li> <li>• Give a presentation.</li> <li>• Identify and define words in word families.</li> <li>• Use prepositional phrases to combine sentences.</li> <li>• Describe the author’s tone and purpose.</li> <li>• Analyze author’s purpose and intended audience.</li> <li>• Synthesize information from two texts.</li> <li>• Research key phrases from food labels.</li> <li>• Write a rhetorical analysis.</li> <li>• Present an interview.</li> <li>• Understand technical terms.</li> <li>• Analyze how writers use dashes.</li> <li>• Identify and define multiple-meaning words.</li> </ul>					
<b>Resources</b>	<a href="#">Ed: My Friend in Learning (HMH)</a> , Schoology, Google Applications					
<b>Formative Assessments</b>	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					
<b>Summative</b>	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing projects					

<b>Assessments</b>	
<b>Strategies for ELL and IEP Support</b>	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel

## IAA Curriculum

<b>Content Area</b>	English Language Arts	<b>Grade</b>	11
<b>Course Name</b>	American Literature		

<b>Unit / Concept</b>	Unit 6: Contemporary Voices and Visions
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>Rejection, isolation, American Dream, social mobility, personal integrity, civic duty, modern and contemporary literature, equality, technology,</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How do we deal with rejection and isolation?</li> <li>For whom is the American Dream relevant?</li> <li>When should personal integrity come before civic duty?</li> <li>What would we do if there were no limits?</li> </ul>
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>Make and confirm predictions</li> <li>Analyze author's purpose</li> <li>Analyze dramatic elements</li> <li>Analyze and evaluate arguments</li> <li>Analyze and evaluate rhetorical devices</li> </ul>

	<ul style="list-style-type: none"> <li>Analyze poetry</li> <li>Determine theme</li> <li>Analyze development of ideas</li> <li>Analyze point of view</li> </ul>					
Month	Smart Objectives (SWBAT) / Selection	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Essential Vocabulary: Unit 6
October 2021	<p><b>From “A Rose for Emily”</b></p> <ul style="list-style-type: none"> <li>Analyze setting and characterization.</li> <li>Research 1870s architecture, clothing, and manners.</li> <li>Write a brief literary analysis.</li> <li>Discuss an aspect of the story in a small group.</li> <li>Identify meaning and origins of foreign words.</li> <li>Write a paragraph using the first-person plural point of view.</li> <li>Describe the setting by listing details from the text</li> </ul> <p><b>From “Mending Wall”</b></p> <ul style="list-style-type: none"> <li>Analyze a poem’s diction and syntax and the author’s message.</li> <li>Conduct research to locate specific information.</li> <li>Write a poem in blank verse about isolation or separation.</li> <li>Present a poem.</li> <li>Use vocabulary words in discussions and writing.</li> <li>Discuss with a partner the author’s message.</li> </ul> <p><b>From Modern American Drama / <i>The Crucible</i> / <i>The Production</i></b></p> <ul style="list-style-type: none"> <li>Analyze allegory, paradox, figurative language, and irony; analyze the text.</li> <li>Research the McCarthy era</li> </ul>	<p><b>From “A Rose for Emily”</b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Three-minute review</li> <li>Ask a question</li> <li>Critical vocabulary</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Research life in the 1870s</li> <li>Write a literary analysis</li> <li>Discuss with a small group</li> </ul> <p><b>From “Mending Wall”</b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Send a problem</li> <li>Reciprocal teaching</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Research Frost’s reading at JFK’s inauguration</li> <li>Write a poem</li> <li>Present a poem</li> </ul> <p><b>From Modern American Drama / <i>The Crucible</i></b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Activating academic vocabulary</li> <li>Three before me</li> <li>Analyze dramatic elements</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Research McCarthyism</li> <li>Write an essay</li> <li>Have a discussion</li> <li>Think-pair-share</li> <li>Numbered heads together</li> <li>Analyze media</li> <li>Research the production of <i>The Crucible</i></li> </ul>	<p>CC.1.3.11-12.J CC.1.2.11-12.J CC.1.3.11-12.H CC.1.2.11-12.F CC.1.3.11-12.C CC.1.4.11-12.D CC.1.4.11-12.V CC.1.5.11-12.E CC.1.4.11-12.I CC.1.4.11-12.B CC.1.4.11-12.S CC.1.3.11-12.G CC.1.4.11-12.E.1 CC.1.4.11-12.Q.3 CC.1.4.11-12.K.1 CC.1.4.11-12.C CC.1.5.11-12.D CC.1.2.11-12.L CC.1.4.11-12.S CC.1.2.11-12.H CC.1.4.11-12.K CC.1.4.11-12.H.1 CC.1.3.11-12.A</p>	<p>L.F.2.2 L.F.1.3 L.N.1.3 L.N.2.3</p>	<p>L.F.2.2.1 L.F.2.2.2 L.F.2.2.3 L.F.2.2.4 L.F.1.3.1 L.F.1.3.2 L.N.1.3.1 L.N.1.3.2 L.N.1.3.3 L.N.2.3.1 L.N.2.3.2 L.N.2.3.3 L.N.2.3.4 L.N.2.3.5 L.N.2.3.6</p>	<ol style="list-style-type: none"> <li>Contemporary</li> <li>Global</li> <li>Infinite</li> <li>Simulated</li> <li>Virtual</li> </ol>

	<ul style="list-style-type: none"> <li>and its trials.</li> <li>Write an evaluation and an analysis; create a multimedia presentation.</li> <li>Present your evaluation, multimedia presentation, and analysis.</li> <li>Determine the meaning of idioms.</li> <li>Identify the function of dialogue.</li> <li>Read dialogue with expression by using stage Directions.</li> <li>Analyze visuals.</li> <li>Research a stage or film production.</li> <li>Create a multimodal version of a play scene.</li> <li>Present your multimodal production.</li> <li>Use academic vocabulary.</li> <li>Language Discuss images using the key word visualize</li> </ul> <p><b>From “My Dungeon Shook: Letter to my Nephew”</b></p> <ul style="list-style-type: none"> <li>Research federal legislation of the 1960s and make connections to the selection.</li> <li>Write an open letter.</li> <li>Present your letter to a group.</li> <li>Determine denotations and connotations.</li> <li>Write sentences of varying structure.</li> <li>Discuss the author’s message using the key term Integration.</li> </ul> <p><b>From “Speech on the Vietnam War, 1967”</b></p> <ul style="list-style-type: none"> <li>Conduct research on legislation from government sites.</li> <li>Write an article.</li> </ul>	<ul style="list-style-type: none"> <li>Write a treatment</li> <li>Present your ideas</li> </ul> <p><b>From “My Dungeon Shook: Letter to my Nephew”</b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Activating academic vocabulary</li> <li>Double-entry journal</li> <li>Critical vocabulary</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Research legislation</li> <li>Write an open letter</li> <li>Present your letter</li> </ul> <p><b>From “Speech on the Vietnam War, 1967”</b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Think-pair-share</li> <li>Three before me</li> <li>Critical vocabulary</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Research hardships suffered by African Americans at home and in war during Vietnam War</li> <li>Write an article</li> <li>Have a group discussion</li> </ul> <p><b>From “Ambush”</b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Activating academic vocabulary</li> <li>Three before me</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Research natural environment in Vietnam</li> <li>Use a frame story</li> <li>Discuss your story</li> </ul> <p><b>From “The Universe as Primal Scream”</b></p> <ul style="list-style-type: none"> <li>Guided notes</li> <li>Double-entry journal</li> <li>Three before me</li> </ul>				
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	<ul style="list-style-type: none"> <li>• Participate in a group discussion.</li> <li>• Use suffixes to understand meaning.</li> <li>• Identify imperative mood.</li> <li>• Discuss rhetorical devices using the key term metaphor.</li> </ul> <p><b>From “Ambush”</b></p> <ul style="list-style-type: none"> <li>• Analyze internal conflict, characterization, and structure.</li> <li>• Conduct research on the natural environment of Vietnam.</li> <li>• Write a personal narrative using a story frame.</li> <li>• Discuss a personal narrative.</li> <li>• Distinguish between connotation and denotation.</li> <li>• Use transitions to signal shifts in time or topic.</li> <li>• Discuss past and present events in a story, using appropriate verb tense and chronological words.</li> </ul> <p><b>From “The Universe as Primal Scream”</b></p> <ul style="list-style-type: none"> <li>• Analyze poetic elements and literary devices.</li> <li>• Research Tracy K. Smith’s poetry.</li> <li>• Write a literary analysis.</li> <li>• Discuss literary elements in a poem.</li> <li>• Recognize sound devices when a poem is read aloud.</li> </ul> <p><b>From “How It Feels to Be Colored Me” / “The Warmth of Other Suns”</b></p> <ul style="list-style-type: none"> <li>• Analyze tone and development of ideas.</li> <li>• Research race relations to find evidence to support or refute</li> </ul>	<ul style="list-style-type: none"> <li>• Check your understanding</li> <li>• Analyze the text</li> <li>• Research common themes in poems</li> <li>• Write a literary analysis</li> <li>• Discuss the poem</li> </ul> <p><b>From “How It Feels to Be Colored Me” / “The Warmth of Other Suns”</b></p> <ul style="list-style-type: none"> <li>• Guided notes</li> <li>• Reciprocal teaching</li> <li>• Sticky note peer review</li> <li>• Critical vocabulary</li> <li>• Check your understanding</li> <li>• Analyze the text</li> <li>• Research topics on race relations</li> <li>• Write an argumentative essay</li> <li>• Discuss other perspectives</li> <li>• Activating academic vocabulary</li> <li>• Sticky note peer review</li> <li>• Research <i>The Warmth of Other Suns</i></li> <li>• Write a historical essay</li> <li>• Discuss your essay</li> <li>• Collaborate and compare</li> </ul> <p><b>From “Poetry” / “The Latin Deli: An Ars Poetica”</b></p> <ul style="list-style-type: none"> <li>• Guided notes</li> <li>• Send a problem</li> <li>• Numbered heads together</li> <li>• Check your understanding</li> <li>• Analyze the text</li> <li>• Research Marianne Moore’s poem</li> <li>• Write a compare-and-contrast essay</li> <li>• Discuss your findings</li> <li>• Compare themes</li> </ul>				
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- Hurston’s claims about race.
- Write an argumentative essay.
- Discuss an essay in a small group.
- Identify synonyms and antonyms.
- Write using a variety of sentence lengths.
- Write an autobiographical paragraph using sentence frames from the text.
- Determine author’s message and audience.
- Research the book the excerpt is from.
- Write a historical essay.
- Discuss the historical essay in a group.
- Determine words’ letter patterns.
- Use correct spelling for plural nouns and words ending in a consonant.
- Discuss the author’s message using Academic Vocabulary.

**From “Poetry” / “The Latin Deli: An Ars Poetica”**

- Evaluate the use of sensory details.
- Research past versions of a poem.
- Write a compare and contrast essay about the definition of poetry.
- Present a definition of poetry with a group.
- Identify how figurative language develops theme.
- Discuss poems, using connecting words.

**Resources**

[Ed: My Friend in Learning \(HMH\)](#), Schoology, Google Applications

<b>Formative Assessments</b>	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting
<b>Summative Assessments</b>	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing projects
<b>Strategies for ELL and IEP Support</b>	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel

## IAA Curriculum

<b>Content Area</b>	English Language Arts	<b>Grade</b>	11
<b>Course Name</b>	American Literature		
<b>Unit / Concept</b>	Unit 7: <i>Slaughterhouse-Five</i> by Kurt Vonnegut		
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>Destructiveness of War, Free Will vs Fatalism, Death, Memory and Pain, Reality, Satire, Science Fiction, Anti-War</li> </ul>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How does pain isolate and alienate an individual?</li> <li>Is the American Dream real or a fantasy?</li> <li>What is free will? Is it real?</li> <li>How can literature be an instrument of social change?</li> </ul>		

	<ul style="list-style-type: none"> <li>Is it better to know how others see you, or be oblivious?</li> <li>How does an author's own experience affect his writing?</li> </ul>					
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>Analyze Literary Devices</li> <li>Write an Analysis</li> <li>Analyze Historical Context</li> <li>Analyze Author's Purpose</li> <li>Analyze Setting</li> <li>Analyze Satire</li> <li>Analyze Cause and Effect</li> <li>Make Inferences About Theme</li> <li>Evaluate Evidence</li> <li>Synthesize information</li> <li>Identify values in text</li> <li>Formulate and defend a position</li> <li>Analyze impact of events</li> <li>Analyze and interpret structure</li> <li>Analyze irony in a text</li> <li>Analyze symbolism</li> </ul>					
<b>Month</b>	<b>Smart Objectives (SWBAT) / Selection</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone Anchors</b>	<b>Keystone Eligible Content</b>	<b>Essential Vocabulary: Unit 1</b>
<b>November/December 2021/22</b>	<p><b>From Vonnegut's POW release letter</b></p> <ul style="list-style-type: none"> <li>Discuss how a World War II setting may affect the themes presented in <i>Slaughterhouse-Five</i></li> <li>After reading Vonnegut's letter to his family upon release from POW camp student will make suppositions about on how his experience may influence the plot and themes of the novel <i>Slaughterhouse-five</i></li> <li>Analyze the context in which <i>Slaughterhouse-Five</i> was written and how it affects the author's purpose.</li> </ul> <p><b>From Vonnegut's "I Am Very Real Letter"</b></p>	<p><b>From Vonnegut's POW release letter</b></p> <ul style="list-style-type: none"> <li>Vocabulary Word Network</li> <li>Guided Note</li> <li>Whole group reading</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Think-Pair-Share</li> <li>Share an Analysis</li> </ul> <p><b>From Vonnegut's "I Am Very Real Letter"</b></p> <ul style="list-style-type: none"> <li>Vocabulary Word Network</li> <li>Guided Note</li> <li>Whole group reading</li> <li>Check your understanding</li> <li>Analyze an argument</li> <li>Think-Pair-Share</li> <li>Write position</li> </ul>	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.1.2.11-12.G CC.1.2.11-12.I CC.1.2.11-12.K CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.D CC.1.3.11-12.H CC.1.3.11-12.K CC.1.4.11-12.G CC.1.4.11-12.N CC.1.4.11-12.S CC.1.4.11-12.V CC.1.5.11-12.A	L.F.1.1 L.F.1.3 L.F.2.1 L.F.2.3 L.F.2.4 L.N.2.3	L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.1.3.1 L.F.1.3.2 L.F.2.1.1 L.F.2.1.2 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.F.2.4.1 L.N.2.3.1 L.N.2.3.2 L.N.2.3.3 L.N.2.3.4 L.N.2.3.5 L.N.2.3.6	Schizophrenic Free Will Fatalism Censorship Satire



	<ul style="list-style-type: none"> <li>Analyze Vonnegut's argument against censorship present in his "I Am Very Real" letter.</li> <li>Write essay defending a position on censorship</li> <li>Defend a position on censorship in class discussion</li> </ul> <p><b>From Slaughterhouse-five</b></p> <ul style="list-style-type: none"> <li>Demonstrate reading comprehension for each chapter of <i>Slaughterhouse-five</i></li> <li>Engage in small group discussions</li> <li>Engage in class discussions</li> <li>Analyze irony in chapter of <i>Slaughterhouse-Five</i></li> <li>Write a analysis of major themes of <i>Slaughterhouse-Five</i></li> <li>Formulate and defend an opinions on discussion topics</li> <li>Analyze the historical setting of <i>Slaughterhouse-Five</i> and how it affects the novel's major themes.</li> <li>Write persuasive essay defending a position of discussion topic</li> <li>Write an analysis of theme from <i>Slaughterhouse-Five</i></li> <li>Create a multimedia art project on theme</li> </ul>	<ul style="list-style-type: none"> <li>Defend a position</li> <li>Engage in class debate</li> </ul> <p><b>From Slaughterhouse-Five</b></p> <ul style="list-style-type: none"> <li>Vocabulary Word Network</li> <li>Guided Note</li> <li>Whole group reading</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Think-Pair-Share</li> <li>Write an Analysis</li> <li>Share an Analysis</li> <li>Write an persuasive essay</li> <li>Present a persuasive essay</li> <li>Create a multimedia art project on theme</li> </ul>				
<b>Resources</b>	<p><a href="#">Ed: My Friend in Learning (HMH)</a>, Schoology, Google Applications, Slaughterhouse-Five by Kurt Vonnegut, Vonnegut's letter to family upon release from POW camp, Vonnegut's "I Am Very Real" Letter</p>					
<b>Formative Assessments</b>	<p>Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting</p>					

<b>Summative Assessments</b>	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, write a short story, create a hero, compare and contrast essay
<b>Strategies for ELL and IEP Support</b>	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel

## IAA Curriculum

<b>Content Area</b>	English Language Arts	<b>Grade</b>	11
<b>Course Name</b>	American Literature		

<b>Unit / Concept</b>	Unit 8: Literature Circles ( <i>Black Boy</i> by Richard Wright / <i>The Absolutely True Story of a Part-Time Indian</i> by Sherman Alexie) / Argumentative Essay
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>Racism, individual versus society, power of words, identity, isolation, loss, argumentative, claim, counterclaim</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What writing strategies do authors use to strengthen their personal stories?</li> <li>How are we shaped by our environment and experiences?</li> </ul>

<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>● Explain how a source tells its story and/or makes its argument</li> <li>● Explain the relationships between sources</li> <li>● Compare and contrast sources in terms of point of view and method</li> <li>● Support conclusions and interpretations with evidence</li> <li>● Identify questions for further investigation</li> <li>● Reflect on the development of the novel's major themes of poverty, racism, and identity</li> <li>● Cite explicit textual evidence to justify their responses</li> <li>● Use themes from the novels to develop an argumentative essay</li> </ul>					
<b>Month</b>	<b>Smart Objectives (SWBAT) / Selection</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone Anchors</b>	<b>Keystone Eligible Content</b>	<b>Essential Vocabulary:</b>
<b>May/June 2022</b>	<p><b><i>Black Boy</i> by Richard Wright</b></p> <ul style="list-style-type: none"> <li>● Recognize the dual first-person narration of Richard the character and Richard the author.</li> <li>● Discuss how education helps people discern oppression.</li> <li>● Trace Richard's growing dissatisfaction with living in the South during the time of segregation.</li> <li>● Discuss the concept of the American Dream and how prejudice affects it.</li> <li>● Place <i>Black Boy</i> in its correct chronological period and understand how outside events helped mold Wright's life.</li> <li>● Understand the human need to belong to a group and Richard's struggles to achieve an identity.</li> </ul> <p><b><i>The Absolutely True Story of a Part-Time Indian</i> by Sherman Alexie</b></p> <ul style="list-style-type: none"> <li>● Discuss how Alexie uses descriptive language to accentuate major themes of the text.</li> <li>● Explain ethnic</li> </ul>	<p><b><i>Black Boy</i> by Richard Wright</b></p> <ul style="list-style-type: none"> <li>● Anticipation guide</li> <li>● Text-dependent questions</li> <li>● Summarize the text</li> <li>● Annotation</li> <li>● Thinking map</li> <li>● Research author and experiences related to the author</li> <li>● Station activities (literature circles)</li> <li>● Text based drawing</li> <li>● Mind maps</li> <li>● Small group reading</li> <li>● Literature circle activities <ul style="list-style-type: none"> <li>○ Student roles/responsibilities</li> </ul> </li> <li>● Student-led discussions</li> <li>● Whole-group discussion</li> <li>● Debate</li> </ul> <p><b><i>The Absolutely True Story of a Part-Time Indian</i> by Sherman Alexie</b></p> <ul style="list-style-type: none"> <li>● Anticipation guide</li> <li>● Discussion questions</li> <li>● Think-pair-share</li> <li>● Station activities (literature circles)</li> <li>● Text-dependent questions</li> </ul>	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.1.2.11-12.E CC.1.2.11-12.F CC.1.2.11-12.G CC.1.2.11-12.H CC.1.2.11-12.I CC.1.2.11-12.J CC.1.2.11-12.K CC.1.2.11-12.L CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F 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.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.G CC.1.4.11-12.H CC.1.4.11-12.I CC.1.4.11-12.J CC.1.4.11-12.K CC.1.4.11-12.L CC.1.4.11-12.M CC.1.4.11-12.N CC.1.4.11-12.O CC.1.4.11-12.P CC.1.4.11-12.Q CC.1.4.11-12.R CC.1.4.11-12.S 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 CC.1.4.11-12.Y CC.1.4.11-12.Z CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C CC.1.5.11-12.D CC.1.5.11-12.E CC.1.5.11-12.F CC.1.5.11-12.G CC.1.5.11-12.H CC.1.5.11-12.I CC.1.5.11-12.J CC.1.5.11-12.K CC.1.5.11-12.L CC.1.5.11-12.M CC.1.5.11-12.N CC.1.5.11-12.O CC.1.5.11-12.P CC.1.5.11-12.Q CC.1.5.11-12.R CC.1.5.11-12.S CC.1.5.11-12.T CC.1.5.11-12.U CC.1.5.11-12.V CC.1.5.11-12.W CC.1.5.11-12.X CC.1.5.11-12.Y CC.1.5.11-12.Z	L.F.1.1 L.F.1.3 L.F.2.3 L.N.1.3 L.N.2.5	L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.1.3.1 L.F.1.3.2 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.N.1.3.1 L.N.1.3.2 L.N.1.3.3 L.N.2.5.1 L.N.2.5.2 L.N.2.5.3 L.N.2.5.4 L.N.2.5.5 L.N.2.5.6	<p><b><i>Black Boy</i> by Richard Wright:</b></p> Alliteration Flashback Foreshadowing Imagery Irony Metaphor Symbolism Censorship Authority <p><b><i>The Absolutely True Story of a Part-Time Indian</i> by Sherman Alexie</b></p> Catachresis First-Person Narration Foil Hyperbole Irony Metaphor Sarcasm Simile Symbolism <p><b>Argumentative Essay</b></p> Audience Purpose Claim Counterclaim Reason Anecdote

	<p>discrimination and how it functions in the novel.</p> <ul style="list-style-type: none"> <li>• Infer meaning from Ellen Forney's illustrations.</li> <li>• Clarify the role of individuality as a motif in the novel.</li> <li>• Comment on Alexie's use of hyperbole and provide examples from the text.</li> <li>• Outline the protagonist's changing views of himself.</li> </ul> <p><b>Argumentative Essay</b></p> <ul style="list-style-type: none"> <li>• recall the process of analyzing previous model essays to consider how doing so can help them as they prepare to write an argument essay</li> <li>• support a claim with clear reasons and relevant evidence</li> <li>• analyze the organization and development of a model argument essay, reflecting on how each paragraph relates to the author's purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize the text</li> <li>• Annotation</li> <li>• Thinking map</li> <li>• Research author and experiences related to the author</li> <li>• Text based drawing</li> <li>• Mind maps</li> <li>• Small group reading</li> <li>• Literature circle activities <ul style="list-style-type: none"> <li>◦ Student roles/responsibilities</li> </ul> </li> <li>• Student-led discussions</li> <li>• Whole-group discussion</li> <li>• Debate</li> </ul> <p><b>Argumentative Essay</b></p> <ul style="list-style-type: none"> <li>• Guided notes</li> <li>• Model essay</li> <li>• Informal debate</li> <li>• Writer's workshop</li> <li>• Analyze a student model</li> <li>• Brainstorming graphic organizer</li> <li>• Peer revising/editing checklist</li> <li>• Rough draft with annotations</li> <li>• Final draft</li> <li>• Argument writing checklist</li> </ul>				Editorial Opinion Fact
<b>Resources</b>	<a href="#">Ed: My Friend in Learning (HMH)</a> , Schoology, Google Applications, <i>The Absolutely True Story of a Part-Time Indian</i> by Sherman Alexie, <i>Black Boy</i> by Richard Wright					
<b>Formative Assessments</b>	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					
<b>Summative Assessments</b>	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, write a short story, create a hero, compare and contrast essay					
<b>Strategies for ELL and IEP Support</b>	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel					