

# IAA Curriculum

<b>Content Area</b>	English Language Arts	<b>Grade</b>	9
<b>Course Name</b>	Introduction to Literature 9		

<b>Unit / Concept</b>	Unit 1: Finding Common Ground
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>Conflict resolution, diversity, differences in religion, language, &amp; skin color, unity in times of crisis and tragedy, innocence, making connections with peers, fear of those who are different from us</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How can we come together despite our differences?</li> </ul>
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>Analyze and evaluate an author's argument.</li> <li>Research cultural groups in the United States.</li> <li>Compare and contrast research results.</li> <li>Discuss conclusions drawn from research.</li> <li>Identify and apply knowledge of patterns of word changes.</li> <li>Use noun clauses to express meaning and add interest to writing.</li> <li>Compare and contrast information using key expressions such as <i>both</i>, <i>similarly</i>, <i>unlike</i>, and <i>however</i>.</li> <li>Analyze an author's purpose and message.</li> <li>Analyze the voice and tone of a personal essay.</li> <li>Conduct research on children forced to serve as soldiers.</li> <li>Write a summarizing report about research on child soldiers.</li> <li>Debate solutions to the problem of child soldiers.</li> <li>Examine denotative and connotative meanings to learn thoughts and feelings associated with words.</li> <li>Identify and practice use of active and passive voices.</li> <li>Write, and with a partner review, sentences in the passive and the active voice.</li> <li>Analyze theme and setting in a short story.</li> <li>Conduct research on fairy tales.</li> <li>Write a modern fairy tale.</li> <li>Prepare and present a modern fairy tale.</li> <li>Use latin roots to understand words.</li> <li>Use prepositional phrases effectively.</li> <li>Analyze a poem's graphic elements and figurative language.</li> <li>Research images of the Vietnam Veterans Memorial.</li> <li>Present and discuss image displays.</li> <li>Discuss text features in small groups.</li> <li>Analyze a speech to determine the author's purpose, the audience, and rhetorical and devices used.</li> <li>Conduct research about "The Gettysburg Address".</li> <li>Create and deliver an oral critique of "The Gettysburg Address".</li> <li>Participate in small-group discussion as preparation for a critique.</li> </ul>

	<ul style="list-style-type: none"> <li>● Determine the meaning of multiple-meaning words.</li> <li>● Recognize parallel structures and understand their effects.</li> <li>● Analyze a biographical film to determine how its use of computer-generated and practical effects achieve purpose and convey meaning.</li> <li>● Write a review of a biographical film that includes analysis of how the film affects moviegoers' understanding of a historical event.</li> <li>● Compare text and media interpretations of a historic speech and collaborate to synthesize ideas from different formats of that speech.</li> <li>● Describe the film using terms such as <i>biopic</i>, <i>background</i>, or <i>special effect</i>.</li> </ul>					
Month	Smart Objectives (SWBAT) / Selection	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Essential Vocabulary: Unit 1
September 2021	<p><b>“Quilt of a Country”</b></p> <ul style="list-style-type: none"> <li>● Analyze arguments</li> <li>● Evaluate author’s claims</li> <li>● Compare research with a partner</li> <li>● Debate with a small group</li> <li>● Identify patterns of word change</li> </ul> <p><b>from “Unusual Normality”</b></p> <ul style="list-style-type: none"> <li>● Analyze purpose and message</li> <li>● Analyze voice and tone</li> <li>● Write a summarizing report</li> <li>● Debate with a small group</li> <li>● Determine and identify denotative and connotative meanings</li> <li>● Identify active and passive voice</li> </ul> <p><b>“Once Upon a Time”</b></p> <ul style="list-style-type: none"> <li>● Analyze setting and theme</li> <li>● Analyze plot and subplot</li> <li>● Write a fairy tale</li> <li>● Present to the class</li> <li>● Understand and identify prepositional phrases</li> </ul> <p><b>“The Vietnam Wall”</b></p> <ul style="list-style-type: none"> <li>● Analyze graphic elements</li> <li>● Analyze figurative language</li> <li>● Create an imagery board</li> <li>● Dramatize a fantasy scene</li> </ul>	<p><b>“Quilt of a Country”</b></p> <ul style="list-style-type: none"> <li>● Guided notes</li> <li>● Critical Vocabulary</li> <li>● Check your understanding</li> <li>● Analyze the text</li> <li>● Research a cultural group in America</li> <li>● Discuss 911 &amp; watch 911 Webinar from memorial website</li> </ul> <p><b>from “Unusual Normality”</b></p> <ul style="list-style-type: none"> <li>● Guided notes</li> <li>● Critical Vocabulary</li> <li>● Check your understanding</li> <li>● Analyze the text</li> <li>● Research on child soldiers</li> </ul> <p><b>“Once Upon a Time”</b></p> <ul style="list-style-type: none"> <li>● Guided notes</li> <li>● Critical vocabulary</li> <li>● Conduct research on fairy tales</li> <li>● Check your understanding</li> <li>● Analyze the text</li> <li>● Write a modern fairy tale short story</li> <li>● Present modern fairy tale</li> </ul> <p><b>“The Vietnam Wall”</b></p> <ul style="list-style-type: none"> <li>● Research and discuss</li> </ul>	<p>CC.1.3.9-10.D CC.1.2.9-10.H CC.1.2.9-10.D CC.1.2.9-10.J CC.1.2.9-10.A CC.1.2.9-10.E CC.1.2.9-10.C CC.1.3.9-10.J CC.1.3.9-10.F CC.1.2.9-10.F CC.1.3.9-10.E CC.1.3.9-10.A CC.1.3.9-10.C CC.1.4.9-10.Q CC.1.2.9-10.I CC.1.2.9-10.G</p>	<p>L.F.2.3 L.N.2.5 L.N.2.3 L.N.1.2 L.N.2.4 L.F.1.2 L.N.1.1 L.N.2.2</p>	<p>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.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.2.3.1 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 L.N.1.2.1 L.N.1.2.2 L.N.1.2.3 L.N.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.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4 L.N.1.1.1 L.N.1.1.2 L.N.1.1.3 L.N.1.1.4 L.N.2.2.1</p>	<ol style="list-style-type: none"> <li>1. Enforce</li> <li>2. Entity</li> <li>3. Internal</li> <li>4. Presume</li> <li>5. Resolve</li> </ol>

	<ul style="list-style-type: none"> <li>• Present your work</li> </ul> <p><b>“The Gettysburg Address”</b></p> <ul style="list-style-type: none"> <li>• Analyze purpose and audience</li> <li>• Analyze rhetorical devices</li> <li>• Deliver an oral presentation</li> <li>• Discuss with a small group</li> <li>• Discuss multiple-meaning words</li> <li>• Identify parallel structure</li> </ul> <p><b>“Saving Lincoln”</b></p> <ul style="list-style-type: none"> <li>• Analyze digital texts</li> <li>• Analyze special effects</li> <li>• Review the film</li> <li>• Hold a panel discussion</li> </ul>	<p>Vietnam Veterans Memorial</p> <ul style="list-style-type: none"> <li>• Guided Notes</li> <li>• Critical vocabulary</li> <li>• Check your understanding</li> <li>• Analyze the text</li> </ul> <p><b>“The Gettysburg Address”</b></p> <ul style="list-style-type: none"> <li>• Guided notes</li> <li>• Conduct research on “The Gettysburg Address”</li> <li>• Jigsaw Groups on oral speeches</li> <li>• Critical vocabulary</li> <li>• Check your understanding</li> <li>• Analyze the text</li> </ul> <p><b>“Saving Lincoln”</b></p> <ul style="list-style-type: none"> <li>• Guided notes on digital texts, biographical film, and special effects</li> <li>• Critical vocabulary</li> <li>• Whole group reading</li> <li>• Check your understanding</li> <li>• Analyze the text</li> <li>• Write a film review of how the director of <i>Saving Lincoln</i> portrayed the Gettysburg Address</li> <li>• Hold a panel discussion about the effectiveness of different interpretations of the speech</li> </ul> <ul style="list-style-type: none"> <li>• <b>Unit 1 Writing Task:</b> Write a personal essay about how differences between people can be opportunities rather than obstacles. <ul style="list-style-type: none"> <li>○ Use strategies</li> </ul> </li> </ul>			<p>L.N.2.2.2 L.N.2.2.3</p>	
--	--	---	--	--	--------------------------------	--

		<ul style="list-style-type: none"> <li>to plan and organize ideas.</li> <li>○ Develop a focused, structured draft.</li> <li>○ Include dialogue and reflections.</li> <li>○ Revise drafts to incorporate feedback from peers.</li> <li>○ Edit drafts to incorporate standard English grammar conventions and the use of active &amp; passive voice.</li> <li>○ Use a rubric to evaluate writing.</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 fairy tale, research on modern fairy tales, write a film review					
<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>	9
<b>Course Name</b>	Introduction to Literature 9		

<b>Unit / Concept</b>	Unit 2: The Struggle for Freedom
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>• Oppression of various communities, meaning of freedom, achieving freedom, equality, peaceful v. forceful protest, people's rights, inspiring others, prejudice, stereotypes, censorship</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do people find freedom in the midst of oppression?</li> </ul>
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>• Analyze the structure of an argument and the rhetorical devices that can make it more persuasive.</li> <li>• Locate an audio or video version of King's speech and compare its impact to that of the written version.</li> <li>• Write a response to an audio or video recording of the speech.</li> <li>• Discuss personal responses to King's speech.</li> <li>• Use antonyms to increase understanding of vocabulary words.</li> <li>• Analyze examples of repetition and parallelism and apply the techniques in writing.</li> <li>• Discuss the main idea of a speech using the key term <i>claim</i>.</li> <li>• Analyze elements of a podcast and various purposes for participating in a podcast.</li> <li>• Conduct research about John Lewis' accomplishments and their effect.</li> <li>• Create a multimedia presentation.</li> <li>• Discuss with a small group how a podcast interview can inspire people to action.</li> <li>• Have students express opinions about the podcast using specific details and complete sentences.</li> <li>• Analyze text structures and make predictions.</li> <li>• Conduct research about African American women in World War II.</li> <li>• Write a blog post about African American women at Langley.</li> <li>• Discuss information that can help someone understand the history of segregation in the United States.</li> <li>• Use reference sources to learn content-area vocabulary.</li> <li>• Understand pronoun-antecedent agreement.</li> <li>• Use transitions to discuss text structure.</li> <li>• Analyze how setting and an author's use of literary devices, including foreshadowing, idioms, and irony, develop a story's theme.</li> <li>• Develop research questions around a central issue (censorship in U.S. history) and test them by locating relevant sources.</li> <li>• Write a letter from the point of view of the character Juan and annotate it as a censor might.</li> <li>• Use the letter students wrote to discuss censorship.</li> <li>• Determine the meaning of nouns by analyzing base words and suffixes.</li> <li>• Use colons and semicolons appropriately.</li> <li>• Read a short story using a graphic organizer to track the plot.</li> <li>• Analyze poetic elements (rhythm, repetition, and rhyme) and language (diction, idiom, and understatement).</li> <li>• Conduct research to learn more about the views of Booker T. Washington and W.E.B. DuBois.</li> <li>• Analyze and assess information gained through research.</li> </ul>

	<ul style="list-style-type: none"> <li>● Conduct a team debate about opposing ideas.</li> <li>● Discuss and frame the inds of statements common in a debate.</li> <li>● Analyze rhetorical devices in a memoir, along with the memoir's setting and the author's purpose.</li> <li>● Research Iranian government and society today.</li> <li>● Create and present a podcast about Iran today.</li> <li>● Identify denotative and connotative meanings of words.</li> <li>● Analyze the effects of present and past tenses in verbs.</li> <li>● Vary intonation to express declarative and interrogative intent.</li> <li>● Analyze multimodal texts, especially the print and graphic features in graphic novels.</li> <li>● Research ways in which graphic novels present information differently from print-only texts.</li> <li>● Write an argumentative essay that presents a clear opinion on the importance of graphic novels compared to print-only texts.</li> <li>● Discuss the value of reading graphic novels.</li> <li>● Express reactions to a text orally and explain them with reasons.</li> </ul>					
Month	Smart Objectives (SWBAT) / Selection	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Essential Vocabulary: Unit 1
September 2021	<p><b>"I Have a Dream"</b></p> <ul style="list-style-type: none"> <li>● Analyze arguments</li> <li>● Analyze rhetorical devices</li> <li>● Write a response</li> <li>● Discuss with a small group</li> <li>● Identify antonyms</li> <li>● Identify repetition and parallelism</li> </ul> <p><b>"Interview with John Lewis"</b></p> <ul style="list-style-type: none"> <li>● Analyze a podcast</li> <li>● Analyze author's purpose</li> <li>● Create a multimedia presentation</li> <li>● Discuss with a small group</li> </ul> <p><b>from Hidden Figures</b></p> <ul style="list-style-type: none"> <li>● Analyze text structure</li> <li>● Make predictions</li> <li>● Write a blog post</li> <li>● Discuss with a small group</li> <li>● Understand reference resources</li> <li>● Understand pronoun-antecedent agreement</li> </ul>	<p><b>"I Have a Dream"</b></p> <ul style="list-style-type: none"> <li>● Guided notes on elements of speech &amp; segregation in America</li> <li>● Critical Vocabulary</li> <li>● Quick start question discussion post</li> <li>● Check your understanding</li> <li>● Analyze the text</li> <li>● Analyze argument &amp; claim</li> <li>● Practice Exercises on Antonyms</li> </ul> <p><b>"Interview with John Lewis"</b></p> <ul style="list-style-type: none"> <li>● Guided notes on podcast, elements of podcast, and oppression</li> <li>● Research on John Lewis and his accomplishments</li> <li>● Critical Vocabulary</li> <li>● Check your understanding</li> <li>● Analyze the text</li> </ul>	CC.1.3.9-10.D CC.1.4.9-10.X CC.1.4.9-10.U CC.1.4.9-10.W CC.1.3.9-10.F CC.1.2.9-10.H CC.1.4.9-10.V CC.1.2.9-10.D CC.1.2.9-10.J CC.1.2.9-10.B CC.1.2.9-10.A CC.1.2.9-10.E CC.1.2.9-10.C CC.1.4.9-10.S CC.1.2.9-10.I CC.1.2.9-10.F CC.1.3.9-10.J CC.1.5.9-10.E CC.1.5.9-10.C CC.1.5.9-10.D CC.1.3.9-10.E CC.1.3.9-10.A CC.1.4.9-10.Q	L.F.2.3 L.N.2.5 L.N.2.3 L.N.1.2 L.N.2.4 L.F.1.2 L.N.1.1 L.N.2.2 L.N.1.3	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.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.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 L.N.1.2.1 L.N.1.2.2 L.N.1.2.3 L.N.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.F.1.2.1	<ol style="list-style-type: none"> <li>1. Decline</li> <li>2. Enable</li> <li>3. Impose</li> <li>4. Integrate</li> <li>5. Reveal</li> </ol>

	<p><b>“The Censors”</b></p> <ul style="list-style-type: none"> <li>Analyze literary devices</li> <li>Analyze setting and theme</li> <li>Write a letter</li> <li>Discuss with your class</li> <li>Understand suffixes that form nouns</li> <li>Understand / apply knowledge of colons and semicolons</li> </ul> <p><b>“Booker T and W.E.B.”</b></p> <ul style="list-style-type: none"> <li>Analyze poetic elements</li> <li>Analyze poetic language</li> <li>Conduct a debate</li> </ul> <p><b>from <i>Reading Lolita in Tehran</i></b></p> <ul style="list-style-type: none"> <li>Analyze rhetorical devices</li> <li>Analyze setting and purpose</li> <li>Create a podcast</li> <li>Present to a small group</li> <li>Understand denotative and connotative meanings</li> <li>Understand verb tense</li> </ul> <p><b>from <i>Persepolis 2: The Story of a Return</i></b></p> <ul style="list-style-type: none"> <li>Analyze multimodal texts</li> <li>Evaluate print and graphic features</li> <li>Write an argumentative essay</li> <li>Share and discuss opinions</li> <li>Compare across genres</li> <li>Collaborate and present</li> </ul>	<p><b>from <i>Hidden Figures</i></b></p> <ul style="list-style-type: none"> <li>Guided notes on history writing, aircraft, and math (historical &amp; cultural context of text)</li> <li>Critical vocabulary</li> <li>Quick Start Discussion Post</li> <li>Make predictions</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Write a blog post about the African female mathematicians at Langley &amp; share with the class</li> </ul> <p><b>“The Censors”</b></p> <ul style="list-style-type: none"> <li>Guided Notes on literary devices such as foreshadowing, idioms, and irony</li> <li>Quick Start Discussion Post</li> <li>Critical vocabulary</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>In the character of Juan, write the one-page letter you imagine he wrote to Marina at the beginning of the story</li> </ul> <p><b>“Booker T and W.E.B.”</b></p> <ul style="list-style-type: none"> <li>Guided notes on poetry, elements of poetry (rhyme, repetition, and rhythm), and imaginary conversation</li> <li>Quick Start Discussion Post</li> <li>Critical vocabulary</li> <li>Check your understanding</li> </ul>			<p>L.F.1.2.2 L.F.1.2.3 L.F.1.2.4 L.N.1.1.1 L.N.1.1.2 L.N.1.1.3 L.N.1.1.4 L.N.2.2.1 L.N.2.2.2 L.N.2.2.3</p>	
--	---	--	--	--	--	--



		<ul style="list-style-type: none"> <li>Analyze the text</li> </ul> <p><b>from <i>Reading Lolita in Tehran</i></b></p> <ul style="list-style-type: none"> <li>Guided notes on memoir and its elements &amp; oppressive regimes (specifically Iran and women's roles/rights).</li> <li>Critical vocabulary</li> <li>Quick start discussion post</li> <li>Whole group reading</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Practice exercises on verb tense</li> <li>With a partner, use what you've learned from this memoir and your research to create a podcast about Iran today. Present to a small group.</li> </ul> <p><b>from <i>Persepolis 2: The Story of a Return</i></b></p> <ul style="list-style-type: none"> <li>Guided notes on graphic memoir (memoir, comic books, and graphic novels) &amp; discuss "the era of grand revolutionary ideas"</li> <li>Quick start discussion post</li> <li>Critical vocabulary</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Argumentative essay (3-4 paragraphs) on the genre of graphic novels</li> </ul> <ul style="list-style-type: none"> <li><b>Unit 2 Writing Task:</b> <b>Write research report about an event or person(s) connected to</b></li> </ul>				
--	--	--	--	--	--	--



		<p><b>the struggle for freedom.</b></p> <ul style="list-style-type: none"> <li>○ Use strategies to plan and organize ideas.</li> <li>○ Record accurate references to sources.</li> <li>○ Develop a focused, structured draft with a thesis statement and precise, vivid details.</li> <li>○ Revise drafts to incorporate feedback from peers.</li> <li>○ Edit drafts.</li> <li>○ Use a rubric to evaluate writing.</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, discussion posts					
<b>Summative Assessments</b>	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, write an argumentative essay, write a letter, create a podcast, write a blog post					
<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>	9
<b>Course Name</b>	Introduction to Literature 9		

<b>Unit / Concept</b>	Unit 3: The Bonds Between Us
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>Identity, maintaining healthy relationships with others, bonding over similar experiences and tragedies, feeling of isolation &amp; disconnectedness, community service, civic duty, friendships, peer pressure (family, friends, and even celebrities influence on our decisions / actions).</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How do we maintain our connections with others?</li> </ul>
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>Analyze a story's setting and make inferences about its theme.</li> <li>Conduct research into Japanese art forms.</li> <li>Write an informal letter and ask questions about research.</li> <li>Discuss researched information and draw conclusions.</li> <li>Use context clues to understand unfamiliar words.</li> <li>Identify verb phrases and use them in writing for various purpose.</li> <li>Discuss differences between descriptive passage and dialogue in a story.</li> <li>Read complex subject matter using a variety of strategies.</li> <li>Identify a writer's claim and evaluate evidence used to back it up.</li> <li>Write a position statement that states a claim and support it with reasons and evidence.</li> <li>Research questions generated by the selection.</li> <li>Take part in a debate as part of a team.</li> <li>Use Greek roots to defined words and understand related words.</li> <li>Use a colon to introduce a list, quotation, or independent clause.</li> <li>Use context clues to determine the meanings of scientific and domain-specific words.</li> <li>Summarize and paraphrase texts and evaluate details.</li> <li>Conduct research about friendship.</li> <li>Write a personal essay about how key ideas in "With Friends Like These..." and articles researched relate to students' friendships.</li> <li>Present a scene about two teenagers discovering the ideal friend.</li> <li>Use print and digital resources such as glossaries, encyclopedias, technical dictionaries, and print dictionaries to better understand the precise meaning of discipline-based vocabulary.</li> <li>Understand how to use adjective and adverb phrases.</li> <li>Demonstrate comprehension by retelling ideas in the text.</li> <li>Analyze a public service announcement to identify its primary purpose and evaluate the various techniques, or modes, it uses to accomplish that purpose.</li> <li>Conduct research to find, watch, and analyze other public service announcements.</li> <li>Create and present a public service announcement.</li> <li>Analyze and discuss media images using topic related vocabulary.</li> <li>Analyze the plot of short story, recognizing chronology and flashbacks, and the methods used to develop characterization.</li> </ul>

	<ul style="list-style-type: none"> <li>Conduct research on common themes in fiction.</li> <li>Write about theme and discuss theme with a small group.</li> <li>Use context clues to determine the meaning of words.</li> <li>Identify and use active-voice and passive-voice construction.</li> <li>Discuss examples of characterization using the term <i>evidence</i>.</li> <li>Analyze the effects of poetic diction and syntax to create mental images</li> <li>Research and compare poems set a dawn, dusk, and night by identifying their descriptive words and phrases.</li> <li>Present an oral reading of a poem with appropriate prosody.</li> <li>Critique classmates' poetry readings.</li> <li>Identify words and phrases that create mental imagery and discuss using the terms <i>diction</i> and <i>syntax</i>.</li> </ul>					
Month	Smart Objectives (SWBAT) / Selection	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Essential Vocabulary: Unit 1
September 2021	<p><b>“The Grasshopper and the Bell Cricket”</b></p> <ul style="list-style-type: none"> <li>Analyze setting and theme</li> <li>Make inferences about theme</li> <li>Write an informal letter</li> <li>Discuss with a small group</li> <li>Identify &amp; analyze context clues</li> <li>Identify &amp; understand verb phrases</li> </ul> <p><b>“Monkey See, Monkey Do, Monkey Connect”</b></p> <ul style="list-style-type: none"> <li>Monitor comprehension</li> <li>Analyze author’s claim</li> <li>Take a position / stance while writing</li> <li>Participate in a debate</li> <li>Understand words from Greek</li> <li>Identify and understand colons</li> </ul> <p><b>“With Friends Like These...”</b></p> <ul style="list-style-type: none"> <li>Summarize and paraphrase texts</li> <li>Evaluate details</li> <li>Write a personal essay</li> <li>Present a scene</li> <li>Understand vocabulary</li> </ul>	<p><b>“The Grasshopper and the Bell Cricket”</b></p> <ul style="list-style-type: none"> <li>Guided notes on short story &amp; 4 basic elements of fiction: setting, characters, plot, and theme.</li> <li>Discuss narrator’s observations.</li> <li>Critical Vocabulary</li> <li>Quick start question discussion post</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Practice exercises on verb phrases</li> <li>Research: Conduct research to identify and explore the history of 3 Japanese art forms</li> <li>Write: Write an informal letter to Fujio or Kiyoko in which you describe the results of your research on Japanese art forms and ask the questions that occurred to you during your research.</li> </ul>	CC.1.3.9-10.D CC.1.4.9-10.X CC.1.4.9-10.U CC.1.4.9-10.W CC.1.3.9-10.F CC.1.2.9-10.H CC.1.4.9-10.V CC.1.2.9-10.D CC.1.2.9-10.J CC.1.2.9-10.B CC.1.2.9-10.A CC.1.2.9-10.E CC.1.2.9-10.C CC.1.4.9-10.S CC.1.2.9-10.I CC.1.2.9-10.F CC.1.3.9-10.J CC.1.5.9-10.E CC.1.5.9-10.C CC.1.5.9-10.D CC.1.3.9-10.E CC.1.3.9-10.A CC.1.4.9-10.Q	L.F.2.3 L.N.2.5 L.N.2.3 L.N.1.2 L.N.2.4 L.F.1.2 L.N.1.1 L.N.2.2 L.N.1.3	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.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.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 L.N.1.2.1 L.N.1.2.2 L.N.1.2.3 L.N.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.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4	<ol style="list-style-type: none"> <li>Capacity</li> <li>Confer</li> <li>Emerge</li> <li>Generate</li> <li>Trace</li> </ol>

	<p>having to do with print and digital resources</p> <ul style="list-style-type: none"> <li>Identify and understand adjective and adverb phrases.</li> </ul> <p><b>“AmeriCorps NCCC: Be the Greater Good”</b></p> <ul style="list-style-type: none"> <li>Analyze media messages</li> <li>Create a public service announcement</li> <li>Present a public service announcement</li> </ul> <p><b>“Loser”</b></p> <ul style="list-style-type: none"> <li>Analyze plot</li> <li>Analyze characterization</li> <li>Freewrite</li> <li>Discuss with a small group</li> <li>identify and analyze context clues</li> <li>Identify and discuss active and passive voice</li> </ul> <p><b>“At Dusk”</b></p> <ul style="list-style-type: none"> <li>Analyze diction and syntax</li> <li>Create mental images</li> <li>Present an oral reading</li> <li>Discuss with a small group</li> </ul>	<p><b>“Monkey See, Monkey Do, Monkey Connect”</b></p> <ul style="list-style-type: none"> <li>Guided notes on elements on science writing: claim, reasons &amp; evidence. Discuss types of evidence: fact, statistic, example, expert opinion.</li> <li>Quick Start Discussion Post</li> <li>Critical Vocabulary</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Grammar: Colon practice exercises</li> <li>Write: Write a position statement: The author of “Monkey See, Monkey Do, Monkey Connect” presents one view of the ways in which humans relate to one another. Do you agree with his view, or do you believe that people are, or should be, “Robinson Crusoes sitting on separate islands”?</li> <li>Participate in a debate.</li> </ul> <p><b>“With Friends Like These...”</b></p> <ul style="list-style-type: none"> <li>Guided notes on informational texts and its features</li> <li>Critical vocabulary</li> <li>Quick Start Discussion Post</li> <li>Summarize text as we read</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Freewrite: Find another article about friendship</li> </ul>			<p>L.N.1.1.1 L.N.1.1.2 L.N.1.1.3 L.N.1.1.4 L.N.2.2.1 L.N.2.2.2 L.N.2.2.3</p>	
--	--	--	--	--	--	--

		<p>and neuroscience. After you read the article, freewrite for 2 minutes.</p> <ul style="list-style-type: none"> <li>• Write: Write a personal essay: using your notes, chart, and marked-up selection, write a personal essay about how the key ideas in “With Friends Like These” and in your self-selected article relate to your own friendships.</li> </ul> <p><b>“AmeriCorps NCCC: Be the Greater Good”</b></p> <ul style="list-style-type: none"> <li>• Guided Notes public service announcements &amp; its dual purpose: to inform and/or explain something of importance and to persuade views to take particular action.</li> <li>• Discuss community service</li> <li>• Quick Start Discussion Post</li> <li>• Critical vocabulary</li> <li>• Check your understanding</li> <li>• Analyze the text</li> <li>• Research: In a small group, research 2 additional PSAs on topics people in your group care about. Compare and contrast the use of media elements, and determine the main message that each PSA sends (Use chart).</li> <li>• Writing: In a small group, create a PSA script or storyboard in which you</li> </ul>				
--	--	--	--	--	--	--

send a message and deliver a call to action. Present to class.

**“Loser”**

- Guided notes on short story, character, setting, and plot. Discuss that short story can have elements of realism, fantasy, magic, or science fiction.
- Discuss elements of fantasy.
- Quick Start Discussion Post
- Critical vocabulary
- Check your understanding
- Analyze the text
- Research: Look online for lists of common fictional themes. Which themes do you think fit the story in “Loser”? List 3 themes that you think the author addresses. Cite evidence from the text that supports your choices.

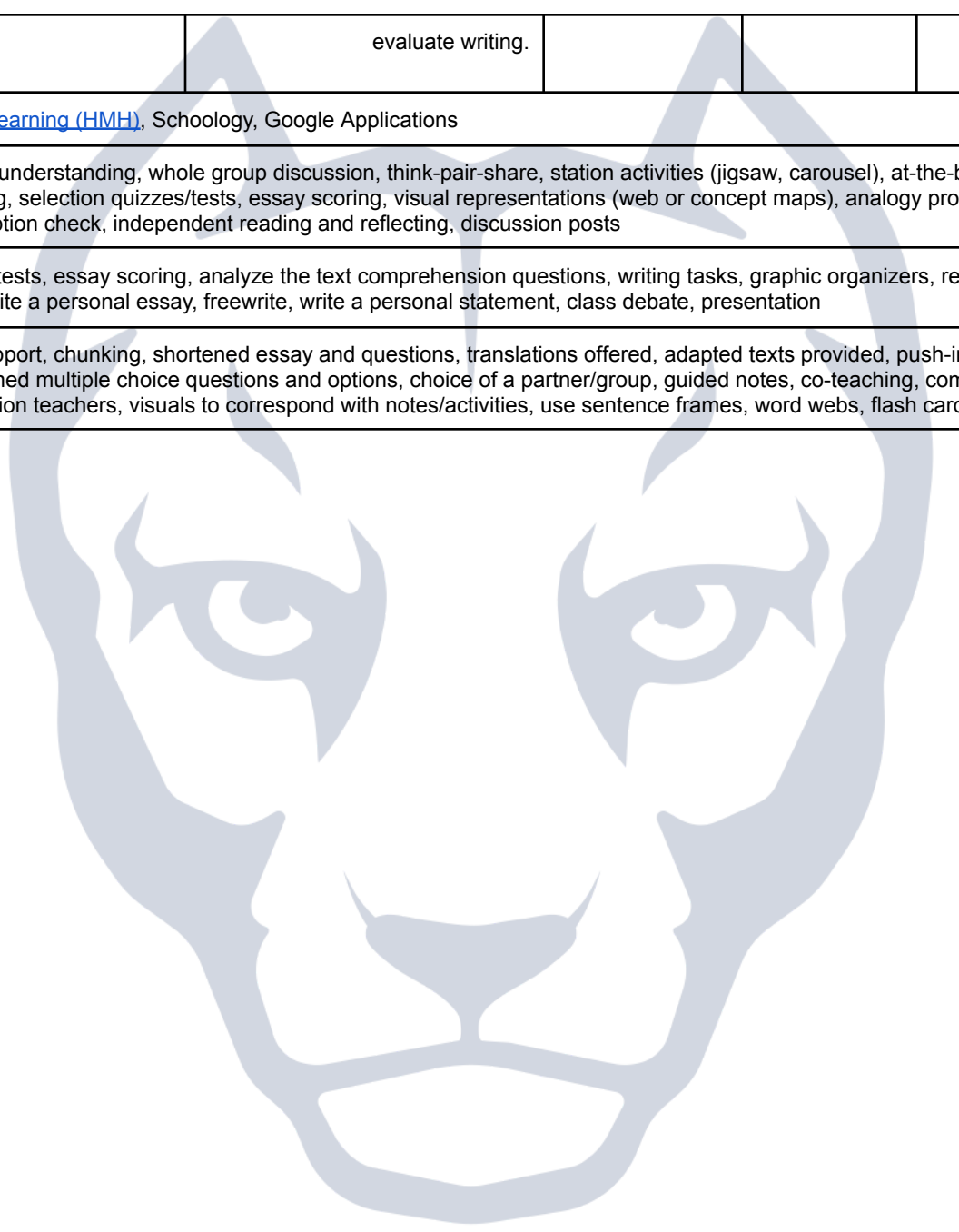
**“At Dusk”**

- Guided notes on poetry: sound devices, figurative language, and sound device.
- Discuss observations:
  - When people make an observation, they notice something.
  - When people imagine something, they see it in their

		<p>mind.</p> <ul style="list-style-type: none"><li>○ When people wonder about something, they think about it.</li><li>● Analyze tone, mood, and voice.</li><li>● Critical vocabulary</li><li>● Quick start discussion post</li><li>● Whole group reading</li><li>● Check your understanding</li><li>● Analyze the text</li><li>● Collaborate and compare “Loser” and “At Dusk” using graphic organizer. Collaborate &amp; present.</li><li>● <b>Unit 3 Writing Task:</b> <b>Write a short story that reveals something about how people connect with each other.</b><ul style="list-style-type: none"><li>○ Plan to incorporate an Aha Moment Signpost into a short story.</li><li>○ Use a chart to help plan and organize ideas.</li><li>○ Develop a focused, structured draft.</li><li>○ Revise drafts for use of transitions and vivid details.</li><li>○ Revise drafts incorporating feedback from peers.</li><li>○ Edit drafts.</li><li>○ Use a rubric to</li></ul></li></ul>			
--	--	--	--	--	--



		evaluate writing.			
<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, discussion posts				
<b>Summative Assessments</b>	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, graphic organizers, research, write a public service announcement, write a personal essay, freewrite, write a personal statement, class debate, presentation				
<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>	9
<b>Course Name</b>	Introduction to Literature 9		

<b>Unit / Concept</b>	Unit 4: Sweet Sorrow
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>How people express love differently, life &amp; death, joy, love, pain, gender roles in a relationship, love of freedom, emotional reactions of love, complexities and difficulties of relationships, sorrow</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How can love bring both joy and pain?</li> </ul>
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>Analyze text meanings by making inferences and drawing conclusions.</li> <li>Create mental images based on text details.</li> <li>Conduct research into the roles agents played during WWII.</li> <li>Write a professional application letter to a WWII agency.</li> <li>In small groups, discuss how to interview agency “applicants” from a recruiter’s point of view.</li> <li>Determine the meaning of foreign terms from context.</li> <li>Write using longer sentences as well as fragments.</li> <li>Write to convey explicit word meanings. Then write to convey them implicitly.</li> <li>Analyze informational text by generating questions during reading.</li> <li>Research cultural expressions of love.</li> <li>Discuss connections between informational text and ideas in other texts and societies.</li> <li>Use synonyms to better understand content-area vocabulary.</li> <li>Use participial phrases correctly.</li> <li>Discuss with partners characteristics of informational text using the key terms <i>thesis</i> and <i>supporting evidence</i>.</li> <li>Analyze a multimodal text.</li> <li>Research the World Shakespeare Festival.</li> <li>Write a poem that expresses personal connections to a self-selected work, artist, or author.</li> <li>Produce a video performance of a poem.</li> <li>Analyze a multimodal text by listening for repeated words and varied intonation patterns.</li> <li>Analyze literary devices and parallel plots.</li> <li>Research other plays, films, musicals, songs, poems, and other works of art based on <i>The Tragedy of Romeo and Juliet</i>.</li> <li>Work with a partner to write a eulogy for Romeo and Juliet.</li> <li>Discuss in a small group the challenges of writing a eulogy.</li> <li>Analyze puns and foreign words in Shakespeare’s language.</li> <li>Identify and use parallel structure.</li> <li>Use connecting words to discuss positive and negative character traits.</li> <li>Analyze sonnet structures and characteristics, including rhyme scheme and rhythm, and connect ideas between sonnets.</li> <li>Conduct research to identify other sonnets and their themes.</li> <li>Discuss messages in sonnets.</li> </ul>

	<ul style="list-style-type: none"> <li>• Create a visual response to poetry.</li> <li>• Collaborate with a group to create a sonnet.</li> <li>• Use content-area terms to discuss connections between sonnets.</li> </ul>					
Month	Smart Objectives (SWBAT) / Selection	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Essential Vocabulary: Unit 1
September 2021	<p><b>“The Price of Freedom”</b></p> <ul style="list-style-type: none"> <li>• Analyze text meanings</li> <li>• Create mental images</li> <li>• Write a professional letter</li> <li>• Discuss with a small group</li> <li>• Identify &amp; understand foreign words</li> <li>• Analyze sentence variety</li> </ul> <p><b>“Love’s Vocabulary”</b></p> <ul style="list-style-type: none"> <li>• Analyze information text</li> <li>• Generate questions</li> <li>• Discuss the author’s statement</li> <li>• Present in a panel discussion</li> <li>• Identify &amp; understand synonyms and participial phrases</li> </ul> <p><b>“My Shakespeare”</b></p> <ul style="list-style-type: none"> <li>• Analyze multimodal texts</li> <li>• Write a poem</li> <li>• Produce a video</li> </ul> <p><b>The Tragedy of Romeo and Juliet</b></p> <ul style="list-style-type: none"> <li>• Analyze literary devices</li> <li>• Analyze parallel plots</li> <li>• Write a journal entry</li> <li>• Write a eulogy</li> <li>• Discuss; debate; present to a partner; participate in a dramatic reading; discuss with a small group</li> <li>• Understand and analyze Shakespeare’s language</li> <li>• Identify &amp; analyze parallel structure</li> </ul>	<p><b>“The Price of Freedom”</b></p> <ul style="list-style-type: none"> <li>• Guided notes on informational text: specifically personal essay and memoir.</li> <li>• Discuss espionage in WWII and cultural background</li> <li>• Critical Vocabulary</li> <li>• Quick start question discussion post</li> <li>• As you read discuss how writers vary the length and structure of their sentences according to the effects they want to achieve.</li> <li>• Check your understanding</li> <li>• Analyze the text</li> <li>• Practice exercises on verb phrases</li> <li>• Research: Research the jobs people did at various intelligence agencies developed after WWII. Record it in a chart.</li> <li>• Write a professional letter: Imagine you live in the country where one of the agencies you researched has its headquarters. Write a one-page letter to the agency asking questions about their organization</li> </ul>	<p>CC.1.3.9-10.D CC.1.4.9-10.X CC.1.4.9-10.U CC.1.4.9-10.W CC.1.3.9-10.F CC.1.2.9-10.H CC.1.4.9-10.V CC.1.2.9-10.D CC.1.2.9-10.J CC.1.2.9-10.B CC.1.2.9-10.A CC.1.2.9-10.E CC.1.2.9-10.C CC.1.4.9-10.S CC.1.2.9-10.I CC.1.2.9-10.F CC.1.3.9-10.J CC.1.5.9-10.E CC.1.5.9-10.C CC.1.5.9-10.D CC.1.3.9-10.E CC.1.3.9-10.A CC.1.4.9-10.Q</p>	<p>L.F.2.3 L.N.2.5 L.N.2.3 L.N.1.2 L.N.2.4 L.F.1.2 L.N.1.1 L.N.2.2 L.N.1.3 L.F.1.1 L.F.1.3</p>	<p>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.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.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 L.N.1.2.1 L.N.1.2.2 L.N.1.2.3 L.N.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.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4 L.N.1.1.1 L.N.1.1.2 L.N.1.1.3 L.N.1.1.4 L.N.2.2.1 L.N.2.2.2 L.N.2.2.3</p>	<ol style="list-style-type: none"> <li>1. Attribute</li> <li>2. Commit</li> <li>3. Expose</li> <li>4. Initiate</li> <li>5. Underlie</li> </ol>

	<p><b>“Having It Both Ways”</b></p> <ul style="list-style-type: none"> <li>Analyze poetry</li> <li>Connect ideas</li> <li>Discuss the poems</li> <li>Create a visual response</li> </ul> <p><b>“Superheart”</b></p> <ul style="list-style-type: none"> <li>Compare poems</li> <li>Collaborate and present</li> <li>Write a literary analysis</li> <li>Understand capitalization</li> </ul>	<p>or expressing interest in working with them.</p> <p><b>“Love’s Vocabulary”</b></p> <ul style="list-style-type: none"> <li>Guided notes on essay and its elements.</li> <li>Discuss word choices.</li> <li>Quick Start Discussion Post</li> <li>Critical Vocabulary</li> <li>Generate questions as you read to help infer author’s purpose.</li> <li>Grammar: Participial phrases</li> <li>Vocabulary: Synonym practice</li> <li>Check your understanding</li> <li>Analyze the text</li> </ul> <p><b>“My Shakespeare”</b></p> <ul style="list-style-type: none"> <li>Guided notes multimodal texts - poetry and video elements, modern day rap as lyrical poems</li> <li>Critical vocabulary</li> <li>Quick Start Discussion Post</li> <li>Summarize text as we read</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Write: Write a 3-4 stanza poem about a work, artist, or author that has influenced you.</li> </ul> <p><b><i>The Tragedy of Romeo and Juliet</i></b></p> <ul style="list-style-type: none"> <li>Guided Notes on Shakespearean drama and its elements: setting, plot, conflict, characters, act, scene, stage</li> </ul>			<p>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</p>	
--	--	--	--	--	--	--

		<p>directions, dialogue, monologue, soliloquy, aside</p> <ul style="list-style-type: none"> <li>• Double entry journals for each act</li> <li>• Guided reading questions for each act</li> <li>• Character description / analysis worksheet</li> <li>• Timeline of events</li> <li>• Quick Start Discussion Post</li> <li>• Critical vocabulary</li> <li>• Check your understanding</li> <li>• Analyze the text</li> <li>• Analyze parallel structure</li> <li>• Project</li> </ul> <p><b>“Having It Both Ways”</b></p> <ul style="list-style-type: none"> <li>• Guided notes on lyric poetry &amp; its elements</li> <li>• Discuss love relationships</li> <li>• Quick Start Discussion Post</li> <li>• Critical vocabulary</li> <li>• Check your understanding</li> </ul> <p><b>“Superheart”</b></p> <ul style="list-style-type: none"> <li>• Check your understanding</li> <li>• Analyze the texts (collaborate and compare “Having It Both Ways” and “Superheart”)</li> <li>• Unit 4 Writing Task: Write a Literary Analysis</li> </ul> <ul style="list-style-type: none"> <li>• <b>Unit 4 Writing Task: Write a literary analysis.</b> <ul style="list-style-type: none"> <li>○ Write a literary analysis that compares and</li> </ul> </li> </ul>			
--	--	---	--	--	--

		<p>contrasts the portrayal of love in two selections.</p> <ul style="list-style-type: none"> <li>○ Use strategies to plan and organize ideas.</li> <li>○ Develop a focused, structured draft.</li> <li>○ Revise drafts for organization and use of transitions and to incorporate feedback from peers.</li> <li>○ Edit drafts</li> <li>○ Use a rubric to evaluate writing.</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, discussion posts				
<b>Summative Assessments</b>	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, graphic organizers, research, write a public service announcement, write a personal essay, freewrite, write a personal statement, class debate, presentation				
<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>	9
<b>Course Name</b>	Introduction to Literature 9		

<b>Unit / Concept</b>	Unit 5: A Matter of Life or Death					
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>Selfishness v. Selflessness, survival, human instincts, internal conflict</li> </ul>					
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What does it take to survive a crisis?</li> </ul>					
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>Analyze plot to make inferences about theme.</li> <li>Conduct research about traditional circuses.</li> <li>Write summary of research results about circuses.</li> <li>Discuss research results about circuses.</li> <li>Use prefixes to understand complex words.</li> <li>Use relative clauses correctly.</li> <li>Discuss and provide feedback for research presentations.</li> <li>Analyze an argument by examining a claim and evidence.</li> <li>Conduct research into stories of survivors.</li> <li>Prepare for and hold a class discussion to share research and conclusions.</li> <li>Use analysis of synonyms to understand complex words.</li> <li>Use commas to distinguish and divide main and subordinate clauses.</li> <li>Identify and restate an argument's claim.</li> <li>Cite evidence to support analysis of poetic language and structure.</li> <li>Research images of the aftermath of war.</li> <li>Write captions using literal and figurative language.</li> <li>Discuss literal and figurative interpretations of images.</li> <li>Use adjectives to describe tone.</li> <li>Analyze and compare memoirs, including authors' word choices.</li> <li>Conduct research to write an introduction to a memoir.</li> <li>Write and present historical contexts for WWII memoirs.</li> <li>Synthesize information about Jews surviving in Poland during WWII.</li> <li>Determine the meaning of multiple-meaning words.</li> <li>Analyze and use independent and dependent clauses.</li> <li>Discuss with a partner word choices that help to create the mood and convey the tone of each memoir.</li> </ul>					
<b>Month</b>	<b>Smart Objectives (SWBAT) / Selection</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Essential Vocabulary: Unit 1</b>



<p><b>September 2021</b></p>	<p><b>“The Leap”</b></p> <ul style="list-style-type: none"> <li>Analyze plot</li> <li>Make inferences</li> <li>Write a research summary</li> <li>Discuss with a group</li> <li>Identify &amp; understand prefixes</li> <li>Identify &amp; understand relative clauses.</li> </ul> <p><b>“Is Survival Selfish?”</b></p> <ul style="list-style-type: none"> <li>Analyze arguments</li> <li>Analyze rhetorical devices</li> <li>Prepare for discussion</li> <li>Class discussion</li> <li>Identify &amp; understand synonyms</li> <li>Identify &amp; understand commas</li> </ul> <p><b>“The End and the Beginning”</b></p> <ul style="list-style-type: none"> <li>Analyze poetic language</li> <li>Analyze poetic structure</li> <li>Write photo captions</li> <li>Share with a group</li> <li></li> </ul> <p><b>from <i>Night</i> / from <i>The Pianist</i></b></p> <ul style="list-style-type: none"> <li>Analyze memoirs</li> <li>Analyze word choice</li> <li>Write an introduction</li> <li>Discuss with a small group</li> <li>Identify &amp; understand multiple-meaning words</li> <li>Identify &amp; understand clauses</li> <li>Compare memoirs</li> <li>Collaborate and present</li> </ul>	<p><b>“The Leap”</b></p> <ul style="list-style-type: none"> <li>Guided notes on fiction and short story - setting, characters, plot, conflict, and theme. Discuss flashbacks.</li> <li>Discuss instincts and stories about survival - behaviors that people rely on naturally; they do not need to be learned through experience.</li> <li>Critical Vocabulary</li> <li>Quick start question discussion post</li> <li>As you read make inferences to uncover the themes of the text.</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Research: Research images of vintage circuses as well as any circus-related terms from the text that you are curious about or unfamiliar with. Record findings in a chart.</li> <li>Write a 4-5 paragraph summary of your research results.</li> </ul> <p><b>“Is Survival Selfish?”</b></p> <ul style="list-style-type: none"> <li>Guided notes on argument &amp; rhetorical devices: an argument is a vehicle for presenting a point of view and persuading an audience to agree with that point of view, or claim.</li> <li>Discuss survivors using a venn diagram. Discuss the complex factors involved in making</li> </ul>	<p>CC.1.3.9-10.D  CC.1.4.9-10.X  CC.1.4.9-10.U  CC.1.4.9-10.W  CC.1.3.9-10.F  CC.1.2.9-10.H  CC.1.4.9-10.V  CC.1.2.9-10.D  CC.1.2.9-10.J  CC.1.2.9-10.B  CC.1.2.9-10.A  CC.1.2.9-10.E  CC.1.2.9-10.C  CC.1.4.9-10.S  CC.1.2.9-10.I  CC.1.2.9-10.F  CC.1.3.9-10.J  CC.1.5.9-10.E  CC.1.5.9-10.C  CC.1.5.9-10.D  CC.1.3.9-10.E  CC.1.3.9-10.A  CC.1.4.9-10.Q</p>	<p>L.F.2.3  L.N.2.5  L.N.2.3  L.N.1.2  L.N.2.4  L.F.1.2  L.N.1.1  L.N.2.2  L.N.1.3  L.F.1.1  L.F.1.3</p>	<p>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.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.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  L.N.1.2.1  L.N.1.2.2  L.N.1.2.3  L.N.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.F.1.2.1  L.F.1.2.2  L.F.1.2.3  L.F.1.2.4  L.N.1.1.1  L.N.1.1.2  L.N.1.1.3  L.N.1.1.4  L.N.2.2.1  L.N.2.2.2  L.N.2.2.3  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</p>	<ol style="list-style-type: none"> <li>Dimension</li> <li>External</li> <li>Statistic</li> <li>Sustain</li> <li>Utilize</li> </ol>
------------------------------	---	---	--	--	--	--

		<p>decisions during disasters or life-threatening events.</p> <ul style="list-style-type: none"> <li>• Quick Start Discussion Post</li> <li>• Critical Vocabulary</li> <li>• Grammar: commas &amp; clauses</li> <li>• Check your understanding</li> <li>• Analyze the text</li> <li>• Research accounts of different individuals who have lived through life-threatening or even deadly crises - they often provide very different tales of survival.</li> <li>• Hold a class discussion on the issues of survival introduced in the selection.</li> </ul> <p><b>“The End and the Beginning”</b></p> <ul style="list-style-type: none"> <li>• Guided notes on lyric poems and poetic language: imagery, tone, diction, syntax, repetition, and parallelism.</li> <li>• Discuss historic influence and review the guidelines for having respectful discussions.</li> <li>• Critical vocabulary</li> <li>• Quick Start Discussion Post</li> <li>• Analyze poetic language and structure as you read.</li> <li>• Check your understanding</li> <li>• Analyze the text</li> <li>• Research at least 3 images of people in the aftermath of war. Track</li> </ul>				
--	--	--	--	--	--	--

		<p>your research in a chart.</p> <ul style="list-style-type: none"> <li>• Write photo captions: Gather the photos you found in your research and think of words that describe those images literally, as well as words that evoke figurative meanings. Write captions for each image and present to your group.</li> </ul> <p><b>from <i>Night</i> / from <i>The Pianist</i></b></p> <ul style="list-style-type: none"> <li>• Guided Notes on memoir and its genre elements.</li> <li>• Discuss the historical context of the texts: students will need to know what happened to European Jews during the Holocaust and, specifically, what occurred in concentration camps.</li> <li>• Analyze memoirs by comparing <i>Night</i> and <i>The Pianist</i>: Discuss with students the characteristics that memoirs have in common. Then point out that both of the upcoming selections have the same general topic - being persecuted by the Nazis during World War II. Ask Students to suggest how memoirs arising from the same general experience might differ.</li> <li>• Analyze word choice</li> <li>• Quick Start Discussion Post(s)</li> <li>• Critical vocabulary</li> <li>• Check your</li> </ul>				
--	--	---	--	--	--	--

		<p>understanding</p> <ul style="list-style-type: none"><li>• Analyze the texts</li><li>• Grammar: dependent clauses</li><li>• Research: Both memoirs are set within the historical events of WWII and the Holocaust. Find a detail or event in one of the texts that you would like to know more about. What questions do you have about it? Search for answers and record your findings in a chart like the one below. Share with a partner.</li><li>• Write: Reread the background paragraphs that appears before each selection. With a group, expand one of them into a longer introduction, using information from your research.</li><li>• Discuss with a small group.</li><li>• Collaborate and compare: make connections and extend key ideas between the two texts using a chart.</li><li>• <b>Unit 5 Writing Task: Write an argument stating your position on the question “Does survival require selfishness?”.</b><ul style="list-style-type: none"><li>○ Use strategies to plan and organize reasons / evidence to support a thesis statement.</li></ul></li></ul>				
--	--	---	--	--	--	--

		<ul style="list-style-type: none"> <li>○ Develop a focused, structured draft</li> <li>○ Create a strong introduction and use transitions effectively</li> <li>○ Revise drafts to incorporate peers suggestions</li> <li>○ Use a rubric to evaluate writing</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, discussion posts					
<b>Summative Assessments</b>	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, graphic organizers, research, write argument, write captions for photos accompanying texts, write an introduction to a text, class debate, presentation					
<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>	9
<b>Course Name</b>	Introduction to Literature 9		

<b>Unit / Concept</b>	Unit 6: Heroes & Quests					
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>Obstacles / challenges, problem solving, motivation, internal struggles, decision-making processes, cause and effect of actions on yourself / those around you / the world itself</li> </ul>					
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What drives us to take on a challenge?</li> </ul>					
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>Identify characteristics of epic poetry and epic heroes.</li> <li>Research and evaluate the effectiveness of audio recordings of <i>The Odyssey</i>.</li> <li>Create a multimodal presentation of a narrative written from the perspective of a character other than Odysseus in <i>The Odyssey</i>.</li> <li>Recognize the latin roots of common English vocabulary.</li> <li>Develop proficiency in using absolute phrases when composing sentences.</li> <li>Identify types of sensory imagery in <i>The Odyssey</i>.</li> <li>Make predictions while reading.</li> <li>Analyze the structure and characteristics of technical texts.</li> <li>Learn how to use appositives effectively.</li> <li>Use resource materials to understand text references.</li> <li>Research technologies available to archaeologists in the past.</li> <li>Present a slideshow about a technology used by archaeologists.</li> <li>Write summaries of student presentations.</li> <li>Discuss text features using the term <i>predict</i>.</li> <li>Analyze key elements of travel writing, including imagery, mood, central idea, and purpose.</li> <li>Evaluate how graphic features achieve specific purposes.</li> <li>Analyze they effects of sentence variety on a narrative.</li> <li>Research transportation options within a community.</li> <li>Create oral and written directions with a small group.</li> <li>Discuss maps and photographs to evaluate how they help to achieve an author's purpose.</li> </ul>					
<b>Month</b>	<b>Smart Objectives (SWBAT) / Selection</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Essential Vocabulary: Unit 1</b>
September 2021	<b>from <i>The Odyssey</i></b> <ul style="list-style-type: none"> <li>Epic heroes and epic poetry</li> <li>Write a narrative</li> </ul>	<b>from <i>The Odyssey</i></b> <ul style="list-style-type: none"> <li>Guided notes on narrative and epic poetry - alliteration, meter, and</li> </ul>	CC.1.3.9-10.D CC.1.4.9-10.X CC.1.4.9-10.U CC.1.4.9-10.W	L.F.2.3 L.N.2.5 L.N.2.3 L.N.1.2	L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4	1. Motivate 2. Objective 3. Pursuit 4. Subsequent

	<ul style="list-style-type: none"> <li>Deliver a presentation</li> <li>Vocabulary: words from Latin</li> <li>Grammar: absolute phrases</li> </ul> <p><b>“Archaeology’s Tech Revolution Since Indiana Jones”</b></p> <ul style="list-style-type: none"> <li>Make predictions</li> <li>Analyze technical texts</li> <li>Write a summary</li> <li>Present a slideshow</li> <li>Vocabulary: Using inferences</li> <li>Grammar: Using appositives effectively</li> </ul> <p><b>from <i>The Cruellest Journey: 600 Miles to Timbuktu</i></b></p> <ul style="list-style-type: none"> <li>Analyze travel writing</li> <li>Evaluate graphic features</li> <li>Create directions</li> <li>Give and receive directions; discuss the directions</li> <li>Vocabulary: foreign words</li> <li>Grammar: sentence variety</li> </ul> <p><b>“The Journey”</b></p> <ul style="list-style-type: none"> <li>Analyze language</li> <li>Make connections</li> <li>Create a visual response</li> <li>Discuss visuals and theme</li> <li>Compare theme and main idea</li> <li>Collaborate and present</li> </ul>	<p>rhyme. Introduce students to Greek mythology and descriptions of gods / goddesses</p> <ul style="list-style-type: none"> <li>Discuss Homer, oral tradition, and a hero’s journey</li> <li>Discuss the characters: Odysseus, Cyclops, Sirens</li> <li>Critical Vocabulary</li> <li>Quick start question discussion post</li> <li>As you read analyze internal conflicts, setting, symbolism, theme, epic similies, eipthets, and allusions.</li> <li>Make inferences as you read.</li> <li>Check your understanding</li> <li>Analyze the text</li> <li>Practice exercises absolute phrases.</li> <li>Guided reading questions for each excerpt</li> <li>Write a one-page narrative of an event from <i>The Odyssey</i> from the point of view of a character or object other than Odysseus. Present it to the class.</li> </ul> <p><b>“Archaeology’s Tech Revolution Since Indiana Jones”</b></p> <ul style="list-style-type: none"> <li>Guided notes on informational texts &amp; technical informational texts.</li> <li>Discuss archaeology - the study of past human life and culture.</li> </ul>	<p>CC.1.3.9-10.F  CC.1.2.9-10.H  CC.1.4.9-10.V  CC.1.2.9-10.D  CC.1.2.9-10.J  CC.1.2.9-10.B  CC.1.2.9-10.A  CC.1.2.9-10.E  CC.1.2.9-10.C  CC.1.4.9-10.S  CC.1.2.9-10.I  CC.1.2.9-10.F  CC.1.3.9-10.J  CC.1.5.9-10.E  CC.1.5.9-10.C  CC.1.5.9-10.D  CC.1.3.9-10.E  CC.1.3.9-10.A  CC.1.4.9-10.Q</p>	<p>L.N.2.4  L.F.1.2  L.N.1.1  L.N.2.2  L.N.1.3  L.F.1.1  L.F.1.3</p>	<p>L.F.2.3.5  L.F.2.3.6  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.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  L.N.1.2.1  L.N.1.2.2  L.N.1.2.3  L.N.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.F.1.2.1  L.F.1.2.2  L.F.1.2.3  L.F.1.2.4  L.N.1.1.1  L.N.1.1.2  L.N.1.1.3  L.N.1.1.4  L.N.2.2.1  L.N.2.2.2  L.N.2.2.3  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</p>	<p>5. Undertake</p>
--	--	---	--	--	--	---------------------



		<p>Encourage students to share what they know about archaeology.</p> <ul style="list-style-type: none"><li>• Quick Start Discussion Post</li><li>• Critical Vocabulary</li><li>• Make predictions as you read.</li><li>• Grammar practice on appositives and appositive phrases.</li><li>• Vocabulary: Synonym practice</li><li>• Check your understanding</li><li>• Analyze the text</li><li>• Research some of the tools and techniques available to archaeologists 100 years ago, around the early 1900s. Record what you learn in a chart.</li><li>• Create and present a slideshow: work with a partner or small group to research one of the technologies Jeremy Hsu mentions in his article. Then create a slideshow to accompany instructions for the technology or process. Write a summary of what you learn from your classmates.</li></ul> <p><b>from <i>The Cruellest Journey: 600 Miles to Timbaktu</i></b></p> <ul style="list-style-type: none"><li>• Guided notes on nonfiction narrative and travel writing.</li><li>• Discuss challenges and motivations and the differences between them. Invite volunteers to</li></ul>			
--	--	--	--	--	--

		<p>share some of their own motivations for attempting specific challenges.</p> <ul style="list-style-type: none"> <li>● Critical vocabulary</li> <li>● Quick Start Discussion Post</li> <li>● Compare theme and main idea as you read.</li> <li>● Analyze imagery and mood as you read.</li> <li>● Evaluate graphic features of the text as you read.</li> <li>● Check your understanding</li> <li>● Analyze the text</li> <li>● Research: Find places in your community by learning how to travel around it.</li> <li>● Write: With your group, create a set of directions that you will deliver orally to another group.</li> <li>● Present: Give your directions to another group &amp; receive another group's directions.</li> <li>● As a class, discuss the process of creating and following directions.</li> </ul> <p><b>“The Journey”</b></p> <ul style="list-style-type: none"> <li>● Guided Notes on poetry, free verse, figurative language, and theme.</li> <li>● Discuss symbols in an extended metaphor.</li> <li>● Quick Start Discussion Post</li> <li>● Critical vocabulary</li> <li>● Compare theme and main idea as you read.</li> <li>● Analyze figurative language - specifically</li> </ul>				
--	--	--	--	--	--	--

		<p>personification and (extended) metaphor as you read.</p> <ul style="list-style-type: none"> <li>• Make connections to yourself, other texts, and society at large.</li> <li>• Check your understanding</li> <li>• Analyze the text</li> </ul> <ul style="list-style-type: none"> <li>• <b>Unit 6 Writing Task:</b>  <b>Write an explanatory essay about how humans meet the need for challenges.</b> <ul style="list-style-type: none"> <li>○ Use strategies to plan and organize ideas.</li> <li>○ Develop a focuses, structured draft.</li> <li>○ Revise drafts</li> <li>○ Edit drafts</li> <li>○ Use a rubric to evaluate writing</li> </ul> </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, discussion posts					
<b>Summative Assessments</b>	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, graphic organizers, research, class debate, presentation, write an explanatory essay, create / give / receive directions, create a slideshow, summarize, write a narrative.					
<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>	9
<b>Course Name</b>	Introduction to Literature 9		

<b>Unit / Concept</b>	Unit 7: <i>To Kill a Mockingbird</i> and Lit Circles ( <i>Monster</i> , <i>The Hate U Give</i> , and <i>Ghost Boys</i> ) - Novel Unit					
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>The history of the United States continues to influence its citizens, and has impacted the rest of the world.               <ul style="list-style-type: none"> <li>Injustice, gender roles, police brutality, dueling identities, the power of language, community, the cycle of poverty and crime, peer pressure, deception, guilt, institutional racism, bullying, moral nature of human beings, the coexistence of good and evil</li> </ul> </li> </ul>					
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What are the consequences of prejudice in our community and our world at large?</li> <li>How are we changed by experiences and society?</li> <li>How are we shaped by the moral standards of our community?</li> <li>How do our individual decisions and actions play a role in shaping the lives of those around us?</li> </ul>					
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li></li> </ul>					
<b>Month</b>	<b>Smart Objectives (SWBAT) / Selection</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Essential Vocabulary: Unit 1</b>
<b>November / December 2021 (TKAM)</b>	<p><b><i>To Kill a Mockingbird</i></b></p> <ul style="list-style-type: none"> <li>Analyze the historical context of the novel - Civil Rights Movement, Great Depression, etc.</li> <li>Analyze gender roles in society in the 1930s</li> <li>Class debate / discussion</li> <li>Analyze arguments - especially in court proceedings</li> <li>Analyze character development over the course of a novel</li> <li>Identify and understand unknown vocabulary words</li> <li>Analyze evidence from court proceedings and be</li> </ul>	<p><b>“The Leap”</b></p> <ul style="list-style-type: none"> <li>Guided notes on fiction and short story - setting, characters, plot, conflict, and theme. Discuss flashbacks.</li> <li>Discuss instincts and stories about survival - behaviors that people rely on naturally; they do not need to be learned through experience.</li> <li>Critical Vocabulary</li> <li>Quick start question discussion post</li> <li>As you read make inferences to uncover the themes of the text.</li> </ul>	CC.1.3.9-10.D CC.1.4.9-10.X CC.1.4.9-10.U CC.1.4.9-10.W CC.1.3.9-10.F CC.1.2.9-10.H CC.1.4.9-10.V CC.1.2.9-10.D CC.1.2.9-10.J CC.1.2.9-10.B CC.1.2.9-10.A CC.1.2.9-10.E CC.1.2.9-10.C CC.1.4.9-10.S CC.1.2.9-10.I CC.1.2.9-10.F CC.1.3.9-10.J CC.1.5.9-10.E	L.F.2.3 L.N.2.5 L.N.2.3 L.N.1.2 L.N.2.4 L.F.1.2 L.N.1.1 L.N.2.2 L.N.1.3 L.F.1.1 L.F.1.3	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.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.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>Dimension</li> <li>External</li> <li>Statistic</li> <li>Sustain</li> <li>Utilize</li> </ol>

	<p>able to determine what is credible vs. non-credible</p> <p><b>Lit Circles Novel 1 - <i>The Hate u Give</i></b></p> <ul style="list-style-type: none"> <li>• Identify and understand unknown vocabulary words</li> <li>• Analyze code switching in the context of the novel and be able to apply it to real world situations.</li> <li>• Identify and analyze stereotypes and bias in the media</li> <li>• Identify and analyze the power of music and poetry in the novel and in the world today.</li> <li>• Trace themes involving injustice, systemic racism, and poverty as they develop over the course of the text.</li> <li>• Identify and analyze important symbols and motifs, including rap lyrics, pop culture references, and horticulture.</li> <li>• Compare the identities between which Starr feels torn, noting important figures in her life who pull her away from or toward one side.</li> <li>• Discuss real-world implications of gun violence and police brutality, with the sensitive nature of these issues in mind.</li> <li>• Consider how Starr’s beloved franchises—Harry Potter and The Fresh Prince of Bel-Air—mirror her experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Check your understanding</li> <li>• Analyze the text</li> <li>• Research: Research images of vintage circuses as well as any circus-related terms from the text that you are curious about or unfamiliar with. Record findings in a chart.</li> <li>• Write a 4-5 paragraph summary of your research results.</li> </ul> <p><b>“Is Survival Selfish?”</b></p> <ul style="list-style-type: none"> <li>• Guided notes on argument &amp; rhetorical devices: an argument is a vehicle for presenting a point of view and persuading an audience to agree with that point of view, or claim.</li> <li>• Discuss survivors using a venn diagram. Discuss the complex factors involved in making decisions during disasters or life-threatening events.</li> <li>• Quick Start Discussion Post</li> <li>• Critical Vocabulary</li> <li>• Grammar: commas &amp; clauses</li> <li>• Check your understanding</li> <li>• Analyze the text</li> <li>• Research accounts of different individuals who have lived through life-threatening or even deadly crises - they often provide very different tales of survival.</li> </ul>	<p>CC.1.5.9-10.C  CC.1.5.9-10.D  CC.1.3.9-10.E  CC.1.3.9-10.A  CC.1.4.9-10.Q</p>		<p>L.N.1.2.1  L.N.1.2.2  L.N.1.2.3  L.N.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.F.1.2.1  L.F.1.2.2  L.F.1.2.3  L.F.1.2.4  L.N.1.1.1  L.N.1.1.2  L.N.1.1.3  L.N.1.1.4  L.N.2.2.1  L.N.2.2.2  L.N.2.2.3  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</p>	
--	--	---	--	--	--	--

	<p><b>Lit Circles Novel 2 - <i>Ghost Boys</i></b></p> <ul style="list-style-type: none"> <li>• Discuss bullying and its effects on society.</li> <li>• Identify and analyze racial bias in the novel and in society at large.</li> <li>• Discuss societal implications of class structure in an urban setting.</li> <li>• Identify characteristics of main characters to understand their motivation.</li> <li>• Identify historical context of biographical references in the novel.</li> <li>• Answer discussion-based questions</li> <li>• Talk to the text by asking questions regarding certain chapters and occurrences.</li> <li>• Analyze specific quotes from various chapters in the novel.</li> <li>• Complete a venn-diagram comparing themselves to various characters in the novel.</li> <li>• Differentiate social and emotional themes.</li> </ul> <p><b>Lit Circles Novel 3 - <i>Monster</i></b></p> <ul style="list-style-type: none"> <li>• Identify and analyze types of conflict - character v. self, character v. character, character v. nature, character v. society.</li> <li>• Be able to analyze trial testimony and determine who is credible and who is not. <ul style="list-style-type: none"> <li>◦ Who do we believe and why do we believe ?</li> </ul> </li> <li>• Analyze what and who</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a class discussion on the issues of survival introduced in the selection.</li> </ul> <p><b>“The End and the Beginning”</b></p> <ul style="list-style-type: none"> <li>• Guided notes on lyric poems and poetic language: imagery, tone, diction, syntax, repetition, and parallelism.</li> <li>• Discuss historic influence and review the guidelines for having respectful discussions.</li> <li>• Critical vocabulary</li> <li>• Quick Start Discussion Post</li> <li>• Analyze poetic language and structure as you read.</li> <li>• Check your understanding</li> <li>• Analyze the text</li> <li>• Research at least 3 images of people in the aftermath of war. Track your research in a chart.</li> <li>• Write photo captions: Gather the photos you found in your research and think of words that describe those images literally, as well as words that evoke figurative meanings. Write captions for each image and present to your group.</li> </ul> <p><b>from <i>Night</i> / from <i>The Pianist</i></b></p> <ul style="list-style-type: none"> <li>• Guided Notes on memoir and its genre elements.</li> <li>• Discuss the historical context of the texts: students will need to</li> </ul>				
--	---	--	--	--	--	--

	<p>shapes our identity and our actions.</p> <ul style="list-style-type: none"> <li>• Discuss the consequences of our actions.</li> <li>• Discuss peer pressure and its effects on young adults.</li> <li>• Determine what it means to be guilty or to be innocent? Can a person be both?</li> <li>• Analyze what the word “monster” means. Who are the monsters in our society?</li> </ul>	<p>know what happened to European Jews during the Holocaust and, specifically, what occurred in concentration camps.</p> <ul style="list-style-type: none"> <li>• Analyze memoirs by comparing <i>Night</i> and <i>The Pianist</i>: Discuss with students the characteristics that memoirs have in common. Then point out that both of the upcoming selections have the same general topic - being persecuted by the Nazis during World War II. Ask Students to suggest how memoirs arising from the same general experience might differ. <ul style="list-style-type: none"> <li>• Analyze word choice</li> <li>• Quick Start Discussion Post(s)</li> <li>• Critical vocabulary</li> <li>• Check your understanding</li> <li>• Analyze the texts</li> <li>• Grammar: dependent clauses</li> <li>• Research: Both memoirs are set within the historical events of WWII and the Holocaust. Find a detail or event in one of the texts that you would like to know more about. What questions do you have about it? Search for answers and record your findings in a chart like the one below. Share with a partner.</li> <li>• Write: Reread the</li> </ul> </li> </ul>				
--	--	--	--	--	--	--



		<p>background paragraphs that appears before each selection. With a group, expand one of them into a longer introduction, using information from your research.</p> <ul style="list-style-type: none"> <li>• Discuss with a small group.</li> <li>• Collaborate and compare: make connections and extend key ideas between the two texts using a chart.</li> <li>• <b>Unit 5 Writing Task: Write an argument stating your position on the question “Does survival require selfishness?”.</b> <ul style="list-style-type: none"> <li>○ Use strategies to plan and organize reasons / evidence to support a thesis statement.</li> <li>○ Develop a focused, structured draft</li> <li>○ Create a strong introduction and use transitions effectively</li> <li>○ Revise drafts to incorporate peers suggestions</li> <li>○ Use a rubric to evaluate writing</li> </ul> </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, discussion posts
<b>Summative Assessments</b>	Selection quizzes/tests, essay scoring, guided reading questions based on plot, writing tasks, graphic organizers, research, write argument, write captions for photos accompanying texts, write an introduction to a text, class debate, presentation
<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

