

IAA Curriculum

Content Area	English Language Arts	Grade	10
Course Name	World Literature		

Unit / Concept	Unit 1: Ourselves and Other					
Big Ideas	<ul style="list-style-type: none"> Culture, Diversity, Racism, Acceptance, Individuality 					
Essential Questions	<ul style="list-style-type: none"> How do we engage with others while staying true to ourselves? 					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> Analyze Archetypes Analyze Literary Devices Write a Fable Analyze Historical Context Analyze Author's Purpose Analyze Setting Make Inferences About Theme Evaluate Evidence Evaluate an Argument Analyze Rhetoric. 					
Month	Smart Objectives (SWBAT) / Selection	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Essential Vocabulary: Unit 1
September 2021	From "What of this Goldfish Would You Wish?" <ul style="list-style-type: none"> Analyze archetypes and literary devices in a short story. Research folk tales that share similar features. Write a fable that includes an archetype and teaches a lesson. Present a fable, incorporating expression, gestures, and visuals. 	From "What of this Goldfish Would You Wish?" <ul style="list-style-type: none"> Vocabulary Word Network Guided Note Whole group reading Check your understanding Analyze the text Think-Pair-Share Write a Fable Present a Fable From "By Any Other Name"	CC.1.3.9-10.E CC.1.3.9-10.B CC.1.3.9-10.K CC.1.3.9-10.A CC.1.3.9-10.C CC.1.3.9-10.D CC.1.2.9-10.D	L.F.1.1 L.N.1.2 L.N.1.3	L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4 L.F.1.3.1 L.F.1.3.2	<ol style="list-style-type: none"> Discriminate Diverse Inhibit Intervene Rational

	<ul style="list-style-type: none"> ● Use context clues to define unfamiliar words and phrases. ● Adjust writing for audience and purpose. ● Language Show comprehension of a short story through basic reading skills such as rereading and retelling. <p>From “By Any Other Name”</p> <ul style="list-style-type: none"> ● Analyze how a text’s historical and cultural context is related to ● the author’s perspective and purpose for writing. ● Conduct research about a person who has changed his or her name. ● Write a poem about the importance of their own name. ● Discuss why names matter. ● Use foreign words that have entered the English language. ● Analyze and use verb tenses. ● Language Discuss with a partner cultural differences in the memoir. <p>From “Without Title”</p> <ul style="list-style-type: none"> ● Analyze the impact of historical/cultural settings in literature and ● make inferences about the theme of a literary text. ● Conduct research about changes in the lives of Native Americans ● and evaluate the credibility and accuracy of the sources used. ● Write a narrative based on the poem “Without Title.” ● Present a narrative as an interpretive reading for the 	<ul style="list-style-type: none"> - Vocabulary Word Network - Guided Note - Whole group reading - Check your understanding - Analyze the text - Think-Pair-Share - Write a Poem <p>From “Without Title”</p> <ul style="list-style-type: none"> - Vocabulary Word Network - Guided Note - Whole group reading - Check your understanding - Analyze the text - Think-Pair-Share - Write A Narrative - Present a Narrative <p>From <i>Texas v. Johnson Majority Opinion</i></p> <ul style="list-style-type: none"> - Vocabulary Word Network - Guided Note - Whole group reading - Check your understanding - Analyze the text - Think-Pair-Share - Monitor Comprehension - Evaluate Evidence - Write a comparison <p>From “American Flag Stands for Tolerance”</p> <ul style="list-style-type: none"> - Vocabulary Word Network - Guided Note - Whole group reading - Check your understanding - Analyze the text - Think-Pair-Share - Evaluate an Argument - Analyze Rhetoric 				
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	<p>class.</p> <ul style="list-style-type: none"> • Language Contribute to class discussions about how listening to a poem and identifying its tone can lead to better understanding. <p>From <i>Texas v. Johnson Majority Opinion</i></p> <ul style="list-style-type: none"> • Read complex text using a variety of comprehension strategies. • Identify a writer’s claims and evaluate evidence. • Research First Amendment court cases. • Write a comparison of formal documents. • Create a presentation on the First Amendment. • Use Latin roots to help define words and understand related words. • Analyze and use commas and other punctuation. • Language With a partner, read aloud using punctuation as a guide to pacing and expression <p>From “<i>American Flag Stands for Tolerance</i>”</p> <ul style="list-style-type: none"> • Evaluate an argument and analyze its rhetoric. • Research opinions to evaluate credibility and bias. • Write a letter to the editor that cites evidence. • Debate using opinions and evidence. • Understand word connotations. • Analyze the function of dashes and use them correctly. • Language With teacher support, identify unfamiliar words and 					
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	<ul style="list-style-type: none"> define them using context and other supports. 					
Resources	Ed: My Friend in Learning (HMH) , Schoology, Google Applications					
Formative Assessments	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					
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing projects					
Strategies for ELL and IEP Support	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

Content Area	English Language Arts	Grade	10
Course Name	World Literature		

Unit / Concept	Unit 2: How We See Thing
Big Ideas	<ul style="list-style-type: none"> Point of View, Fact vs Opinion, Tolerance, Self-Acceptance
Essential Questions	<ul style="list-style-type: none"> How does our point of view shape what we think we know?
Key Learning Objectives & Skills	<ul style="list-style-type: none"> Analyze Development of Ideas Analyze Tone Write an Explanation Make Inferences Analyze Plot Structure Write an Analysis Analyze Speaker Analyze Figurative Language Write a Poem

Month	Smart Objectives (SWBAT) / Selection	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Essential Vocabulary: Unit 2
October 2021	From “Coming to Our Senses” <ul style="list-style-type: none"> Analyze how the author develops a central idea and achieves a certain tone. Research an instrument used to study a given scientific topic. Write an explanation that elaborates upon a concept or idea from the selection. Discuss the draft of an explanation with a partner 	From “Coming to Our Senses” <ul style="list-style-type: none"> Vocabulary Word Network Guided Note Whole group reading Check your understanding Analyze the text Think-Pair-Share Write an Explanation Give a presentation From “By Any Other Name” <ul style="list-style-type: none"> Vocabulary Word 	CC.1.2.9-10.L CC.1.2.9-10.H CC.1.2.9-10.A CC.1.2.9-10.E CC.1.2.9-10.C CC.1.3.9-10.E CC.1.3.9-10.B CC.1.3.9-10.K CC.1.3.9-10.C CC.1.3.9-10.D CC.1.2.9-10.D	L.N.2.5 L.N.1.1 L.F.2.5 L.F.1.1 L.F.2.3	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 L.N.1.1.1 L.N.1.1.2 L.N.1.1.3 L.N.1.1.4 L.F.2.5.1 L.F.2.5.2 L.F.2.5.3	<ol style="list-style-type: none"> differentiate incorporate mode orient perspective

	<p>and then present the finished explanation to a group.</p> <ul style="list-style-type: none"> • Use print or digital resources to define or explain references from the selection. • Use parallel structure in writing. • Language Use domain-specific vocabulary and language structures to discuss tools that scientists use. <p>From “By Any Other Name”</p> <ul style="list-style-type: none"> • Analyze character and plot development and structure. • Make inferences. • Research ancient Aztec culture. • Write a literary analysis. • Discuss opinions about parallel plots. • Identify denotative and connotative meanings. • Use complex sentence structure. • Language Use expressions such as I think and I agree to express opinions about plot. <p>From “Mirror”</p> <ul style="list-style-type: none"> • Analyze the thoughts and feelings of a poem’s speaker and the figurative language that expresses a poem’s ideas. • Conduct research about figurative language in other Plath poems and create a poster to share the results. • Write a poem that includes figurative language to explore • “Mirror” from the viewpoint of a different speaker. • Present the completed poem to a small group and 	<p>Network</p> <ul style="list-style-type: none"> - Guided Note - Whole group reading - Check your understanding - Analyze the text - Think-Pair-Share - Write an Analysis - Discuss Opinions <p>From “Mirror”</p> <ul style="list-style-type: none"> - Vocabulary Word Network - Guided Note - Whole group reading - Check your understanding - Analyze the text - Think-Pair-Share - Write a Poem <p>From “World as 100 People” and “A Contribution to Statistics”</p> <ul style="list-style-type: none"> - Vocabulary Word Network - Guided Note - Whole group reading - Check your understanding - Analyze the text - Think-Pair-Share - Write A Letter - Give Instructions 			<p>L.F.1.1.1 L.F.1.1.1 L.F.1.1.3 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</p>	
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	<p>then discuss physical appearance as part of a person's identity.</p> <ul style="list-style-type: none"> • Language Identify figurative language to help express ideas in a poem. <p>From "World as 100 People" and "A Contribution to Statistics"</p> <ul style="list-style-type: none"> • Analyze and interpret an infographic. • Discuss data and information presented in an infographic. • Evaluate the motives behind a media presentation and the use of print and graphic features to achieve specific purposes. • Conduct research about other statistics and synthesize information gathered. • Create and deliver a multimedia presentation. • Language Use correct verbs in writing. 					
Resources	Ed: My Friend in Learning (HMH) , Schoology, Google Applications					
Formative Assessments	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					
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing projects					
Strategies for ELL and IEP Support	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

Content Area	English Language Arts	Grade	10
Course Name	World Literature		

Unit / Concept	Unit 3: The Natural World					
Big Ideas	<ul style="list-style-type: none"> Nature, Environment, Nature vs Nurture, Conservation, Environmentalism 					
Essential Questions	<ul style="list-style-type: none"> What effect do we have on nature, and how does nature affect us? 					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> Analyze Structure Analyze Language Write an Analysis Analyze Style Write an Explanation Analyze Media Techniques and Purposes Write a Letter to the Editor Analyze Symbol and Theme Analyze Plot Write a Vignette Analyze Symbol and Theme Analyze Free Verse Write a Free-Verse Poem Write an Explanatory Essay 					
Month	Smart Objectives (SWBAT) / Selection	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Essential Vocabulary: Unit 3
January 2022	From “Life as a Bat” <ul style="list-style-type: none"> Analyze the unconventional structure used in this selection. Identify figurative language and its effects on style. 	From “Life as a Bat” <ul style="list-style-type: none"> Vocabulary Word Network Guided Note Whole group reading Check your 	CC.1.3.9-10.E CC.1.3.9-10.B CC.1.3.9-10.K CC.1.3.9-10.C CC.1.3.9-10.F CC.1.2.9-10.L	L.F.1.1 L.F.2.3 L.N.1.3 L.N.1.1	L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3	<ol style="list-style-type: none"> advocate discrete domain evoke enhance

	<ul style="list-style-type: none"> ● Research bats and compare facts to common beliefs about bats. ● Write an analysis comparing facts with common misperceptions about bats. ● Present research findings and respond to questions. ● Use reference sources to deepen vocabulary knowledge. ● Understand and use colons in written work. ● Language Recognize sensory descriptions in the text. <p>From “Joyas Voladoras”</p> <ul style="list-style-type: none"> ● Analyze the author’s style, diction, and syntax. ● Analyze how main ideas and details support the central idea of an essay. ● Conduct research using multiple sources, and evaluate the effectiveness of search methods. ● Write a one- or two-paragraph explanatory text. ● Participate in a panel discussion and work toward consensus. ● Analyze context to distinguish the denotative and connotative meanings of words. ● Revise drafts to use parallel constructions. ● Language Use I think to express opinions in a panel discussion <p>From “Find your Park”</p> <ul style="list-style-type: none"> ● Analyze media techniques and purpose. ● Research a national park and create an advertisement for it. 	<ul style="list-style-type: none"> - understanding - Analyze the text - Think-Pair-Share - Write an Analysis - Present Research <p>From “Joyas Voladoras”</p> <ul style="list-style-type: none"> - Vocabulary Word Network - Guided Note - Whole group reading - Check your understanding - Analyze the text - Think-Pair-Share - Write an Explanation - Participate in Panel Discussion <p>From “Find your Park”</p> <ul style="list-style-type: none"> - Vocabulary Word Network - Guided Note - Whole group reading - Check your understanding - Analyze the text - Think-Pair-Share - Analyze Media Techniques and Purposes - Write a Letter to the Editor <p>From “The Seventh Man”</p> <ul style="list-style-type: none"> - Vocabulary Word Network - Guided Note - Whole group reading - Check your understanding - Analyze the text - Think-Pair-Share - Write a Free Verse Poem - Discuss in a small group - Write an Explanatory Essay 	<p>CC.1.2.9-10.A CC.1.2.9-10.E CC.1.2.9-10.C CC.1.2.9-10.F CC.1.4.9-10.K.2 CC.1.4.9-10.X CC.1.4.9-10.W CC.1.4.9-10.V CC.1.4.9-10.B CC.1.2.9-10.B CC.1.4.9-10.J CC.1.3.9-10.E CC.1.3.9-10.B CC.1.3.9-10.K CC.1.3.9-10.A CC.1.3.9-10.C</p>		<p>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.1.1.1 L.N.1.1.2 L.N.1.1.3 L.N.1.1.4</p>	
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	<ul style="list-style-type: none"> • Write a letter to support the creation of a national park. • Give oral instructions about how to create a public service advertisement. • Language Write a persuasive letter that uses verbs correctly <p>From “The Seventh Man”</p> <ul style="list-style-type: none"> • Analyze symbol and theme. • Conduct research about typhoons. • Write a vignette that uses a symbol to communicate theme. • Discuss symbols and the development of theme. • Identify and analyze figurative language. • Use complex sentences correctly. • Language Objective Identify and analyze figurative language using the terms metaphor, simile, or personification. 					
Resources	Ed: My Friend in Learning (HMH) , Schoology, Google Applications					
Formative Assessments	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					
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, writing projects					
Strategies for ELL and IEP Support	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

Content Area	English Language Arts	Grade	10
Course Name	World Literature		

Unit / Concept	Unit 4: Hard Won Liberty					
Big Ideas	<ul style="list-style-type: none"> Freedom, Oppression, Racism, Activism, Social Justice, Civil Rights 					
Essential Questions	<ul style="list-style-type: none"> What do we need in order to feel free? 					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> Analyze Argument Analyze Rhetorical Devices Write a Friendly Letter Analyze Poetic Structure Analyze Motif Write an Analysis Analyze Diction and Syntax Analyze Text Structure Design of Web Page Analyze Character Analyze Theme Write a Letter Analyze Argument Analyze Rhetoric Write Analysis Analyze Motives Analyze Media Techniques Create a Multimodal Presentation Write an Argument 					
Month	Smart	Instructional Strategies	PA CC	Keystone	Keystone	Essential Vocabulary:

	Objectives (SWBAT) / Selection	and Activities	Standards	Anchors	Eligible Content	Unit 4
March 2022	<p>From “Letter from Birmingham Jail”</p> <ul style="list-style-type: none"> Analyze how the author develops an argument and uses Rhetorical devices to make it powerful and memorable. Research another leader of the Civil Rights movement. Write a friendly letter about the person researched. Give a brief, formal speech about the person researched. Use context clues to define words and discuss their nuances. Identify and use examples of repetition and parallelism. Language Analyze the effect of punctuation on phrasing. <p>From “Elsewhere”</p> <ul style="list-style-type: none"> Analyze poetic structure, including the use of rhyme and motif. Create a correctly formatted reference citation for a source. Write an analysis of the poem’s effectiveness and cite supporting evidence. Discuss the analysis and the poem’s impact with a small group. Language Identify and discuss rhyme scheme in poetry. <p>From “The Hawk Can Soar”</p> <ul style="list-style-type: none"> Analyze diction, syntax, and overall text structure. Conduct research about a degenerative disease. Design a web page to 	<p>From “Letter from Birmingham Jail”</p> <ul style="list-style-type: none"> Vocabulary Word Network Guided Note Whole group reading Check your understanding Analyze the text Think-Pair-Share Write a Friendly Letter Present Research <p>From “Elsewhere”</p> <ul style="list-style-type: none"> Vocabulary Word Network Guided Note Whole group reading Check your understanding Analyze the text Think-Pair-Share Write Analysis Discuss in Group <p>From “The Hawk Can Soar”</p> <ul style="list-style-type: none"> Vocabulary Word Network Guided Note Whole group reading Check your understanding Analyze the text Think-Pair-Share Design of Web Page Discuss with a Small Group <p>From “The Briefcase”</p> <ul style="list-style-type: none"> Vocabulary Word Network Guided Note Whole group reading Check your understanding Analyze the text Think-Pair-Share Write a letter 	<p>CC.1.3.9-10.D CC.1.3.9-10.F CC.1.2.9-10.L CC.1.2.9-10.E CC.1.2.9-10.C CC.1.2.9-10.I CC.1.2.9-10.F CC.1.3.9-10.E CC.1.3.9-10.B CC.1.3.9-10.K CC.1.3.9-10.F CC.1.2.9-10.B CC.1.3.9-10.A CC.1.3.9-10.C CC.1.2.9-10.H CC.1.2.9-10.D CC.1.2.9-10.G</p>	<p>L.F.2.3 L.N.2.4 L.N.1.1 L.F.2.5 L.N.1.3 L.N.2.3</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.2.4.1 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.F.2.5.1 L.F.2.5.2 L.F.2.5.3 L.N.1.3.1 L.N.1.3.2 L.N.1.3.2 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"> comprehensive equivalent incentive innovate subordinate

	<p>share information gained through research.</p> <ul style="list-style-type: none"> • Discuss with a small group how the memoir relates to the theme of Hard-Won Liberty. • Explain specific allusions. • Identify the functions of purposeful fragments and distinguish • purposeful fragments from incomplete but purposeless thoughts. • Language Explain how the memoir's syntax and tone help readers understand an unfamiliar experience. <p>From "The Briefcase"</p> <ul style="list-style-type: none"> • Analyze development of character and theme in a short story. • Choose a research question to refine and expand upon as research progresses. • Write a persuasive letter that uses specific details from the short story. • Summarize a short story and predict what might logically happen to the main character. • Use a range of methods to define discipline-specific vocabulary. • Self- and peer-edit drafts for correct use of semicolons. • Language Explain the key term semicolon and use semicolons correctly. <p>From "Letter to Viceroy Lord Irwin"</p> <ul style="list-style-type: none"> • Analyze the elements of an argument and the use of rhetorical devices. • Conduct research on an event of civil disobedience 	<ul style="list-style-type: none"> - Deliver a summary <p>From "Letter to Viceroy Lord Irwin" and from Gandhi: The Rise to Fame</p> <ul style="list-style-type: none"> - Vocabulary Word Network - Guided Note - Whole group reading - Check your understanding - Analyze the text - Think-Pair-Share - Write an analysis - Share information - Create a multimodal presentation - Lead a discussion 				
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	<p>through a primary source.</p> <ul style="list-style-type: none"> • Write an analysis evaluating the strength of Gandhi's argument. • Discuss the topic of civil disobedience with a partner. • Identify and interpret denotative and connotative meanings of words. • Language Discuss active and passive voice. <p>From <i>Gandhi: The Rise to Fame</i></p> <ul style="list-style-type: none"> • Analyze a filmmaker's motive in making a documentary and the media techniques used to convey that motive. • Locate an online biography of Gandhi and use information contained in it to provide context for the film clip. • Create a multimodal presentation that illustrates how media coverage affects our perceptions of an event. • Lead a group discussion of reactions to a multimodal presentation. • Language Discuss techniques used in documentary filmmaking, including interviews, voiceover, juxtaposition, and their effects on viewers. 					
Resources	Ed: My Friend in Learning (HMH) , Schoology, Google Applications					
Formative Assessments	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					
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Strategies for ELL and IEP Support	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
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IAA Curriculum

Content Area	English Language Arts	Grade	10
Course Name	World Literature		

Unit / Concept	Unit 5: Responses to Change					
Big Ideas	<ul style="list-style-type: none"> ● Identity, Change, Personality, Adversity, Character, Determination 					
Essential Questions	<ul style="list-style-type: none"> ● How do changes around us reveal who we are? 					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> ● Analyze Literary Nonfiction ● Analyze Style ● Write a Comparison ● Analyze Text Structure ● Analyze Purpose and Audience ● Write a Procedural Brochure ● Analyze Plot and Setting ● Make Inferences ● Write a Story ● Analyze Word Choice ● Create Mental Images ● Write a Literary Analysis ● Analyze Media Techniques ● Analyze Purpose and Theme ● Create a Reflection ● Write a Research Report 					

Month	Smart	Instructional Strategies	PA CC	Keystone	Keystone	Essential Vocabulary:
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	Objectives (SWBAT) / Selection	and Activities	Standards	Anchors	Eligible Content	Unit 5
April 2022	<p>From “Total Eclipse”</p> <ul style="list-style-type: none"> Analyze literary nonfiction as a genre and the author’s style in an example of the genre. Conduct research to find and document another person’s account of a total eclipse. Write a comparison between Dillard’s account of a total eclipse and the account found through research. Discuss the power of eclipses in human imagination. Interpret examples of figurative language. Write in a variety of sentence structures. Language Discuss elements of an author’s style. <p>From <i>The Fever</i></p> <ul style="list-style-type: none"> Analyze the structure of a text. Analyze author’s purpose and audience. Research methods of preventing the spread of a specific disease. Write a procedural brochure or public service announcement. Work in small groups to analyze a complex process. Analyze and use subject-verb agreement. Learn how to use knowledge of affixes to expand vocabulary. Language Identify examples and supporting 	<p>From “Total Eclipse”</p> <ul style="list-style-type: none"> Vocabulary Word Network Guided Note Whole group reading Check your understanding Analyze the text Think-Pair-Share Write compassion Share your opinion <p>From <i>The Fever</i></p> <ul style="list-style-type: none"> Vocabulary Word Network Guided Note Whole group reading Check your understanding Analyze the text Think-Pair-Share Write a procedural brochure Give and receive instructions <p>From “A Sound of Thunder”</p> <ul style="list-style-type: none"> Vocabulary Word Network Guided Note Whole group reading Check your understanding Analyze the text Think-Pair-Share Write a Story Deliver a sales pitch <p>From “5 p.m., Tuesday, August 23, 2005”</p> <ul style="list-style-type: none"> Vocabulary Word Network Guided Note Whole group reading Check your understanding Analyze the text Think-Pair-Share 	CC.1.3.9-10.F CC.1.2.9-10.L CC.1.2.9-10.B CC.1.2.9-10.F CC.1.3.9-10.D CC.1.2.9-10.D CC.1.2.9-10.A CC.1.2.9-10.E CC.1.2.9-10.C CC.1.3.9-10.B CC.1.3.9-10.K CC.1.3.9-10.A	L.F.2.3 L.N.1.3 L.N.1.1 L.N.2.3 L.N.2.4 L.F.2.1	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.1.1.1 L.N.1.1.2 L.N.1.1.3 L.N.1.1.4 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.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.2.1.1 L.F.2.1.2	<ol style="list-style-type: none"> abstract evolve explicit facilitate infer

	<p>evidence in the text.</p> <p>From “A Sound of Thunder”</p> <ul style="list-style-type: none"> Analyze plot and setting in a short story and make inferences about plot events and characters. Research the origins of the “butterfly effect” and its relation to chaos theory. Write a story about time travel. Create and present a sales pitch for a company offering excursions into the past or future. Identify and analyze synonyms and antonyms. Discuss and use transitions that signal cause-and-effect relationships. Language Discuss the use of description and dialogue in telling. Analyze word choice, including figurative language and words with strong connotations, and the mental images such language creates. <p>From “5 p.m., Tuesday, August 23, 2005”</p> <ul style="list-style-type: none"> Research hurricane development and compare facts to the poem’s depiction. Write a literary analysis to interpret the effect of personification in the poem. Give a poetry reading. Language Experiment with ways of reading a poem aloud a story. <p>From Rivers and Tides</p> <ul style="list-style-type: none"> Analyze characteristics of multimodal and digital texts. Analyze purpose and 	<ul style="list-style-type: none"> Write a literary analysis Give a poetry reading <p>From Rivers and Tides</p> <ul style="list-style-type: none"> Vocabulary Word Network Guided Note Whole group reading Check your understanding Analyze the text Think-Pair-Share Create a reflection Share and discuss opinions Write a research report 				
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	<p>theme in a poem.</p> <ul style="list-style-type: none"> • Compare themes across genres. • Make connections to personal experiences, ideas in other texts, and society. • Create and present a reflection. • Share and discuss opinions about the selection themes and human nature. • Language Use adjectives of quantity to express opinions about human nature. 					
Resources	Ed: My Friend in Learning (HMH) , Schoology, Google Applications					
Formative Assessments	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					
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing projects					
Strategies for ELL and IEP Support	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

Content Area	English Language Arts	Grade	10
Course Name	World Literature		

Unit / Concept	Unit 6: Absolute Power
Big Ideas	<ul style="list-style-type: none">• Power, Freedom, Absolute Power, Dictatorship, Corruption,
Essential Questions	<ul style="list-style-type: none">• What are the sources of true power?
Key Learning Objectives & Skills	<ul style="list-style-type: none">• Analyze Drama• Analyze Character and Theme• Share an analysis• Participate in a debate• Discuss in small group• Analyze Media Representations• Write an Analysis• Analyze Satire• Make Connections• Write a Narrative• Analyze Visual Elements• Analyze Evidence• Write a comparison• Write a Literary Analysis• Correct Spelling

Month	Smart Objectives (SWBAT) / Selection	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Essential Vocabulary: Unit 6
February 2021	<p>From <i>The Tragedy of Macbeth</i></p> <ul style="list-style-type: none"> Analyze elements of a drama, including character and theme. Research a question that remains after reading the play. Create a character diagram. Collaborate to discuss and create a timeline of key events. Paraphrase archaic language. Reorder inverted sentence structure. Language Use because and so to explain cause-and-effect relationships. <p>From <i>Macbeth</i> (film)</p> <ul style="list-style-type: none"> Analyze a key scene from a Shakespearean drama in two different media. Understand how a director uses the elements of set, film shots, and special effects in adapting a Shakespearean drama. Conduct research on other film or TV adaptations of <i>Macbeth</i>. Write a one-paragraph analysis of a film clip, using understanding of setting and sets, film shots and angles, and special effects. Present an argument expressing an evaluation of a film's effectiveness, citing relevant evidence from both the film and the 	<p>From <i>The Tragedy of Macbeth</i></p> <ul style="list-style-type: none"> Vocabulary Word Network Guided Note Whole group reading Check your understanding Analyze the text Think-Pair-Share Share an Analysis Participate in a Debate Discuss in small groups <p>From <i>Macbeth</i> (film)</p> <ul style="list-style-type: none"> Vocabulary Word Network Guided Note Whole group reading Check your understanding Analyze the text Think-Pair-Share Write an analysis Deliver an argument <p>From "The Macbeth Murder Mystery"</p> <ul style="list-style-type: none"> Vocabulary Word Network Guided Note Whole group reading Check your understanding Analyze the text Think-Pair-Share Write a narrative Discuss perspectives <p>From <i>Manga Shakespeare: Macbeth</i></p> <ul style="list-style-type: none"> Vocabulary Word Network Guided Note Whole group reading Check your 	CC.1.3.9-10.K CC.1.3.9-10.B CC.1.3.9-10.A CC.1.3.9-10.C CC.1.4.9-10.X CC.1.3.9-10.E CC.1.4.9-10.W CC.1.4.9-10.V CC.1.4.9-10.B CC.1.5.9-10.D CC.1.3.9-10.H CC.1.3.9-10.F CC.1.2.9-10.H CC.1.2.9-10.B CC.1.2.9-10.E CC.1.2.9-10.C CC.1.2.9-10.F	L.N.1.2 L.F.1.1 L.F.1.3 L.F.2.3 L.F.2.4 L.N.2.5 L.N.1.3 L.N.1.1	L.N.1.2.1 L.N.1.2.2 L.N.1.2.3 L.N.1.2.4 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.F.2.4.1 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.1.3.1 L.N.1.3.2 L.N.1.3.3 L.N.1.1.1 L.N.1.1.2 L.N.1.1.3 L.N.1.1.4	<ol style="list-style-type: none"> comprise incidence predominant priority ultimate

	<ul style="list-style-type: none"> play. Language Explain the impact of the modern setting on the tone and mood of the film <p>From “The Macbeth Murder Mystery”</p> <ul style="list-style-type: none"> Analyze satire. Analyze the author’s use of genre and language and make connections between texts. Conduct research, locating relevant sources. Write a narrative using characteristics of genre. Participate in a group discussion and work collaboratively to draw conclusions. Identify and infer the meaning of idioms using context clues. Write an explanatory paragraph using correct pronoun-antecedent agreement. Language Discuss with a partner the elements of genre in the story using the key term conventions. 	<ul style="list-style-type: none"> understanding - Analyze the text - Think-Pair-Share - Write a comparison - Deliver a pitch 				
Resources	Ed: My Friend in Learning (HMH) , Schoology, Google Applications					
Formative Assessments	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					
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing projects					
Strategies for ELL and IEP Support	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

Content Area	English Language Arts	Grade	10
Course Name	World Literature		

Unit / Concept	Unit 7: Fahrenheit 451
Big Ideas	<ul style="list-style-type: none">• Censorship, Freedom of Speech, Knowledge and Power, Ignorance, Resistance, Identity, Technology and Humanity
Essential Questions	<ul style="list-style-type: none">• Is censorship, in any form, justified?• Is more technology always a good thing?• What are the costs and benefits of technology?• Why are reading and knowledge important for society?• What are the dangers that can come with a lack of knowledge?
Key Learning Objectives & Skills	<ul style="list-style-type: none">• Synthesize information• Identify values in text• Formulate and defend a position• Analyze impact of events• Explain figurative language• Analyze and interpret structure• Analyze a speech• Analyze conflict development• Analyze a poem• Analyze irony in a text

	<ul style="list-style-type: none"> Evaluate an anti-hero Evaluate the creation of suspense Analyze symbolism 					
Month	Smart Objectives (SWBAT) / Selection	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Essential Vocabulary
November-December 2021	<ul style="list-style-type: none"> Analyze Vonnegut's message on censorship. Explain how Bradbury uses figurative language to characterize the fireman, Montag, the fire, and Clarisse. Synthesize information from the chapter to infer the central conflict of the novel. Identify the main values of the society and justify selections using Vonnegut's descriptions in this section of text. Explain what the Hound represents. Infer the values of this society based on Clarisse's description of her school day. Take and defend a stand on whether freedom or order is more important according to Locke. Explain Bradbury's use of figurative language to reveal conflict. Analyze the impact that the events of this scene have on Montag. Analyze and interpret Bradbury's use of structure. Analyze Beatty's lecture, identifying the three reasons he gives for the government turning to 	From <i>Fahrenheit 451</i> <ul style="list-style-type: none"> Vocabulary Word Network Guided Note Whole group reading Check your understanding Analyze the text Think-Pair-Share Share an Analysis 	CC.1.2.9-10.K CC.1.2.9-10.B CC.1.3.9-10.A CC.1.3.9-10.C CC.1.3.9-10.E CC.1.5.9-10.A CC.1.2.9-10.D CC.1.4.9-10.G CC.1.3.9-10.G CC.1.3.9-10.H	L.N.1.2 L.F.1.3 L.F.1.1 L.F.2.3 L.F.2.5 L.N.2.3 L.F.2.2	L.N.1.2.1 L.N.1.2.2 L.N.1.2.3 L.F.1.3.1 L.F.1.3.2 L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 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.F.2.5.1 L.F.2.5.2 L.F.2.5.3 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 L.F.2.2.1 L.F.2.2.2 L.F.2.2.3 L.F.2.2.4	1.corruption 2. dystopia 3. anti-hero 4. characterization 5. censorship

	<ul style="list-style-type: none"> • censorship. • Analyze how Bradbury develops Montag's internal conflict. • Formulate and defend a position on the benefits and detriments of technology. • Identify which three things are missing from society according to Faber and explain their importance. • Identify and evaluate Montag and Faber's plan. • Explain what is revealed about society through the words of the women at Mildred's party and describe their reaction to Montag's poem. • Analyze the excerpt from the poem "Dover Beach" that is included on p. 96 and explain how it connects to events in Fahrenheit 451. • Analyze and interpret the significance of the irony of the end of section 2 of the novel. • Evaluate Montag as an anti-hero • Explain how Bradbury creates suspense through his use of structure. • Analyze the symbolism of both the river and the phoenix. • Analyze the symbolism of the river and the phoenix. 					
<p>Resources</p>	<p>Ed: My Friend in Learning (HMH), Schoology, Google Applications Letter: "I Am Very Real" by Kurt Vonnegut Article: "Political Society" by John Locke Poem: "Dover Beach" by Matthew Arnold Article: "Human or Machine? A.I. Experts Reportedly Pass the "Turing Test"" by Scott Neuman Novel: <i>Fahrenheit 451</i> by Ray Bradbury</p>					

Formative Assessments	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
Summative Assessments	Selection quizzes/tests, analyze the text comprehension questions, writing tasks, analysis essay
Strategies for ELL and IEP Support	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

Content Area	English Language Arts	Grade	10
Course Name	World Literature		

Unit / Concept	Unit 8: Maus II/Persuasive Essay
Big Ideas	<ul style="list-style-type: none"> National Socialism, Holocaust, Suffering, Survival, Suffering and Strength
Essential Questions	<ul style="list-style-type: none"> How does society allow evil actions? What caused the holocaust? How should the holocaust be remembered? Why should the holocaust be remembered? What is a persuasive essay? How does one write a persuasive essay? How can persuasive writing or speaking be used as a means for social change?
Key Learning Objectives & Skills	<ul style="list-style-type: none"> Analyze the plot of graphic novel Analyze visual elements Analyze impact of events Analyze Character and Theme Share an analysis Participate in a debate

	<ul style="list-style-type: none"> • Discuss in small group • Write a Literary Analysis • Present an Essay • Articulate a position • Defend a position • Write an persuasive essay • Present a persuasive essay 					
Month	Smart Objectives (SWBAT) / Selection	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Essential Vocabulary
May 2022	<ul style="list-style-type: none"> • Evaluate persuasive techniques, such as pathos, ethos, and logos, used in advertisements and written works • Write an introduction for an essay that includes a “hook” or attention grabber • Write a persuasive thesis statement • Support their argument with relevant examples • Write a conclusion that leaves the reader with a thought-provoking statement or a call to action. 	From Maus II <ul style="list-style-type: none"> - Vocabulary Word Network - Guided Note - Whole group reading - Check your understanding - Analyze the text - Think-Pair-Share - Write an analysis Persuasive Essay Project <ul style="list-style-type: none"> - Vocabulary Word Network - Guided Note - Conduct research - Brainstorming - Draft writing - Editing - Revising - Presenting an essay 	CC.1.3.9-10.B CC.1.2.9-10.K CC.1.4.9-10.G CC.1.4.9-10.A CC.1.4.9-10.S CC.1.4.9-10.V CC.1.2.9-10.D CC.1.2.9-10.H CC.1.3.9-10.A CC.1.4.9-10.B CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.H	L.F.1.1 L.F.1.3 L.F.2.1 L.N.1.3 L.N.1.2 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.N.1.3.1 L.N.1.3.2 L.N.1.3.3 L.N.1.2.1 L.N.1.2.2 L.N.1.2.3 L.N.1.2.4 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"> 1. National Socialism (Nazi) 2. Holocaust 3. Thesis/Claim 4. Pathos 5. Ethos 6. Logos 7. Appeals
Resources	Ed: My Friend in Learning (HMH) , Schoology, Google Applications Maus: A Survivor’s Tale Volume II: And Here My Troubles Began					
Formative Assessments	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					
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, write a short story, create a hero, compare and contrast essay					
Strategies for ELL and IEP Support	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					

