
English I

Curriculum Guide

Scranton School District

Scranton, PA



Scranton School District
Curriculum Guide

English I

Prerequisite:

- Successful completion of 8th Grade English

English I presents the techniques and strategies useful in reading, writing, listening, speaking, and literary analysis. Study will include a survey of short stories, poetry, drama, and a novel. There will be an infusion of nonfiction analysis throughout each genre. Students will develop written communication skills focusing on the expository essay. Vocabulary, grammar, critical thinking, and discussion skills are all built into the course.

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Year-at-a-glance

Subject: English I	Grade Level: 9th	Date Completed: 2/5/2015
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1st Quarter

Topic	Resources	Standards
Short Story Unit	Approved Textbook	CC.1.2.9-10.A CC.1.2.9-10.B CC.1.2.9-10.C CC.1.2.9-10.D CC.1.2.9-10.E CC.1.2.9-10.F CC.1.2.9-10.G CC.1.2.9-10.H CC.1.2.9-10.J CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.E CC.1.3.9-10.F CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.H CC.1.4.9-10.M CC.1.4.9-10.T
Grammar	Approved Textbook	CC.1.4.9-10.F CC.1.4.9-10.L CC.1.4.9-10.R

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Topic	Resources	Standards
Vocabulary	Approved Textbook	CC.1.2.9-10. F CC.1.2.9-10. J CC.1.2.9-10. K CC.1.3.9-10. F CC.1.3.9-10. J
Writing Skills	Approved Textbook	CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.D CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.H CC.1.4.9-10.J CC.1.4.9-10.K CC.1.4.9-10.L CC.1.4.9-10.M CC.1.4.9-10.N CC.1.4.9-10.O CC.1.4.9-10.P CC.1.4.9-10.Q CC.1.4.9-10.R CC.1.4.9-10.T CC.1.4.9-10.X

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2nd Quarter

Topic	Resources	Standards
Personal Narrative (Writing)	Approved Textbook	CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.D CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.H CC.1.4.9-10.J CC.1.4.9-10.K CC.1.4.9-10.L CC.1.4.9-10.M CC.1.4.9-10.N CC.1.4.9-10.O CC.1.4.9-10.P CC.1.4.9-10.Q CC.1.4.9-10.R CC.1.4.9-10.T CC.1.4.9-10.X
MLA Formatting	Approved Textbook	CC.1.4.9-10.D CC.1.4.9-10.O CC.1.4.9-10.P CC.1.4.9-10.R CC.1.4.9-10.T CC.1.4.9-10.U CC.1.4.9-10.V CC.1.4.9-10.W CC.1.4.9-10.X

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Topic	Resources	Standards
Poetry	Approved Textbook	CC.1.2.9-10.A CC.1.2.9-10.B CC.1.2.9-10.C CC.1.2.9-10.D CC.1.2.9-10.E CC.1.2.9-10.F CC.1.2.9-10.G CC.1.2.9-10.H CC.1.2.9-10.I CC.1.2.9-10.J CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.D CC.1.3.9-10.E CC.1.3.9-10.F CC.1.3.9-10.I CC.1.3.9-10.J CC.1.3.9-10.K

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Topic	Resources	Standards
The Odyssey	Approved Textbook	CC.1.2.9-10.A CC.1.2.9-10.B CC.1.2.9-10.C CC.1.2.9-10.D CC.1.2.9-10.E CC.1.2.9-10.F CC.1.2.9-10.G CC.1.2.9-10.H CC.1.2.9-10.J CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.F CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.M CC.1.4.9-10.T CC.1.4.9-10.U CC.1.4.9-10.V CC.1.4.9-10.W

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3rd Quarter

Topic	Resources	Standards
Introduction to Shakespeare	Approved Textbook	CC.1.2.9-10.A CC.1.2.9-10.B CC.1.2.9-10.C CC.1.2.9-10.D CC.1.2.9-10.E CC.1.2.9-10.F CC.1.2.9-10.G CC.1.2.9-10.H CC.1.2.9-10.J CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.M CC.1.4.9-10.T CC.1.4.9-10.U CC.1.4.9-10.V CC.1.4.9-10.W

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Topic	Resources	Standards
Romeo & Juliet	Approved Textbook	CC.1.2.9-10.A CC.1.2.9-10.B CC.1.2.9-10.C CC.1.2.9-10.D CC.1.2.9-10.E CC.1.2.9-10.F CC.1.2.9-10.G CC.1.2.9-10.H CC.1.2.9-10.J CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.F CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.M CC.1.4.9-10.T CC.1.4.9-10.U CC.1.4.9-10.V CC.1.4.9-10.W

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4th Quarter

Topic	Resources	Standards
Novel: To Kill a Mockingbird	Approved Text	CC.1.2.9-10.A CC.1.2.9-10.B CC.1.2.9-10.C CC.1.2.9-10.D CC.1.2.9-10.E CC.1.2.9-10.F CC.1.2.9-10.G CC.1.2.9-10.H CC.1.2.9-10.J CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.F CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.M CC.1.4.9-10.T CC.1.4.9-10.U CC.1.4.9-10.V CC.1.4.9-10.W CC.1.5.9-10.A CC.1.5.9-10.B CC.1.5.9-10.C CC.1.5.9-10.D CC.1.5.9-10.G
Final Review and Exam		

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Quarter 1 The Necklace	CC.1.2.9-10.A CC.1.2.9-10.B CC.1.2.9-10.C CC.1.2.9-10.D CC.1.2.9-10.E CC.1.2.9-10.F CC.1.2.9-10.G CC.1.2.9-10.H CC.1.2.9-10.J CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.E CC.1.3.9-10.F CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.H CC.1.4.9-10.M CC.1.4.9-10.T	Fiction Plot Exposition Rising Action Climax Falling Action / Resolution Setting Characters (Dynamic, Static, etc) Characterization Conflict Theme Cause and effect Irony Figurative Language Vocabulary from text: <ul style="list-style-type: none"> ● Adulation ● Aghast ● Askew ● Exorbitant ● Gamut ● Pauper ● Privation ● Prospects ● Ruinous ● Vexation 	Approved textbook Classroom reading (Supplemental fiction and/or non-fiction) <ul style="list-style-type: none"> ○ Author Biography: Guy de Maupassant (p. 37) Class discussion Technology resources Guided reading Video / audio clips Provide students models of quality writing samples. Small group work	Teacher prepared tests, quizzes, etc. Common Core aligned assessments Analytical writing short response: TDA (text dependent analysis) Literature Constructed Response Rubric Student-generated assessments (PowerPoint, creative projects, journals, etc.) Formative assessments Summative assessments	7 Days

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Parts of Speech	CC.1.4.9-10.F CC.1.4.9-10.L CC.1.4.9-10.R	Nouns Verbs Pronouns Adjectives Adverbs Prepositions Conjunctions Interjections	Approved textbook Classroom reading (Supplemental fiction and/or non-fiction) Class discussion Technology resources Guided reading Video / audio clips Teacher model Small group work	Teacher prepared tests, quizzes, etc. Common Core aligned assessments Analytical Writing (grammar embedded in writing) Student-generated assessments (essays, PowerPoint, creative projects, journals, etc.) Formative assessments Summative assessments	3 Days
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<p>The Most Dangerous Game</p>	<p>CC.1.2.9-10.A CC.1.2.9-10.B CC.1.2.9-10.C CC.1.2.9-10.D CC.1.2.9-10.E CC.1.2.9-10.F CC.1.2.9-10.G CC.1.2.9-10.H CC.1.2.9-10.J CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.E CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.H CC.1.4.9-10.M CC.1.4.9-10.T</p>	<p>Fiction Plot Exposition Rising Action Climax Falling Action / Resolution Setting Characters (Dynamic, Static, Protagonist, Antagonist, etc.) Characterization (Direct and Indirect) Conflict Theme Suspense Foreshadowing Prediction Point of View Figurative Language Vocabulary from text: ● Affable ● Amenity ● Condone ● Deplorable ● Disarming ● Droll ● Elude ● Imperative ● Quarry ● Scruple ● Solicitously ● Stamina ● Tangible ● Uncanny ● Zealous</p>	<p>Approved textbook Classroom reading (Supplemental fiction and/or non-fiction) ● Author Biography: Richard Connell (p. 60) ● “Games People Probably Shouldn’t Play” (p. 61) Class discussion Technology resources Guided reading Video / audio clips Teacher model Small group work</p>	<p>Teacher prepared tests, quizzes, etc. Common Core aligned assessments Analytical writing short response: TDA (text dependent analysis) Literature Constructed Response Rubric Keystone Rubric Student-generated assessments (essays, PowerPoint, creative projects, journals, etc.) Formative assessments Summative assessments</p>	<p>11 Days</p>
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<p>Subject-Verb Agreement (Integrated with Literature Lesson)</p>	<p>CC.1.4.9-10.F CC.1.4.9-10.L CC.1.4.9-10.R</p>	<p>Subject Verb Singular Noun Plural Noun Phrase Prepositional Phrase</p>	<p>Approved textbook Classroom reading (Supplemental fiction and/or non-fiction) Class discussion Technology resources Guided reading Video / audio clips Teacher model Small group work</p>	<p>Teacher prepared tests, quizzes, etc. Common Core aligned assessments Analytical writing (grammar embedded) Student-generated assessments (essays, PowerPoint, creative projects, journals, etc.) Formative assessments Summative assessments</p>	<p>3 Days</p>
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<p>The Cask of Amontillado</p>	<p>CC.1.2.9-10.A CC.1.2.9-10.B CC.1.2.9-10.C CC.1.2.9-10.D CC.1.2.9-10.E CC.1.2.9-10.F CC.1.2.9-10.G CC.1.2.9-10.H CC.1.2.9-10.J CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.D CC.1.3.9-10.E CC.1.3.9-10.F CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.M CC.1.4.9-10.T</p>	<p>Fiction Plot Exposition Rising Action Climax Falling Action / Resolution Setting Characters (Dynamic, Static, Protagonist, Antagonist, etc.) Characterization (Direct and Indirect) Conflict Theme Irony Suspense Foreshadowing Prediction Point of View Mood Tone Narrator Sensory Details Figurative Language Vocabulary from text: ● Accost ● Destined ● Fetter ● Implore ● Impunity ● Preclude ● Repose ● Subside ● Termination ● Virtuoso</p>	<p>Approved textbook Classroom reading (Supplemental fiction and/or non-fiction) ○ Author Biography: Edgar Allen Poe (p. 194) ○ “The Story Behind the Cask of Amontillado” (p. 215) Class discussion Technology resources Guided reading Video / audio clips Teacher model Small group work</p>	<p>Teacher prepared tests, quizzes, etc. Common Core aligned assessments Analytical writing (TDA) Literature Constructed Response Rubric Keystone Rubric Student-generated assessments Formative assessments Summative assessments</p>	<p>6 Days</p>
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<p>Pronoun-Antecedent Agreement (Integrated with Literature Lesson)</p>	<p>CC.1.4.9-10.F CC.1.4.9-10.L CC.1.4.9-10.R</p>	<p>Pronoun Antecedent Personal Pronoun Indefinite Pronoun Reflexive Pronoun Interrogative Pronoun Demonstrative Pronoun Possessive Pronoun Masculine Feminine Neutral</p>	<p>Approved textbook</p> <p>Classroom reading (Supplemental fiction and/or non-fiction)</p> <p>Class discussion</p> <p>Technology resources</p> <p>Guided reading</p> <p>Video / audio clips</p> <p>Teacher model</p> <p>Small group work</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Common Core aligned assessments</p> <p>Analytical writing (grammar embedded)</p> <p>Student-generated assessments (essays, PowerPoint, creative projects, journals, etc.)</p> <p>Formative assessments</p> <p>Summative assessments</p>	<p>4 Days</p>
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<p>The Gift of the Magi</p>	<p>CC.1.2.9-10.A CC.1.2.9-10.B CC.1.2.9-10.C CC.1.2.9-10.D CC.1.2.9-10.E CC.1.2.9-10.F CC.1.2.9-10.G CC.1.2.9-10.H CC.1.2.9-10.J CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.F CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.M CC.1.4.9-10.T</p>	<p>Fiction Plot Exposition Rising Action Climax Falling Action / Resolution Setting Characters (Dynamic, Static, Protagonist, Antagonist, etc.) Characterization (Direct and Indirect) Conflict Theme Irony Motivation Foreshadowing Prediction Allusion Point of View Mood Tone Narrator Sensory Details Figurative Language</p> <p>Vocabulary from text:</p> <ul style="list-style-type: none"> ● Agile ● Assertion ● Cascade ● Chronicle ● Coveted ● Inconsequential ● Instigate ● Predominating ● Prudence ● Vestibule 	<p>Approved textbook</p> <p>Classroom reading (Supplemental fiction and/or non-fiction)</p> <ul style="list-style-type: none"> ○ Author Biography: O. Henry (p. 161) <p>Class discussion</p> <p>Technology resources</p> <p>Guided reading</p> <p>Video / audio clips</p> <p>Teacher model</p> <p>Small group work</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Common Core aligned assessments</p> <p>Culminating Analytical writing (5 paragraph essay related to any unit theme)</p> <p>Keystone Expository Rubric</p> <p>Student-generated assessments (essays, PowerPoint, creative projects, journals, etc.)</p> <p>Formative assessments</p> <p>Summative assessments</p>	<p>5 Days</p>
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<p>Sentence Variety (Integrated with Literature Lesson)</p>	<p>CC.1.4.9-10.F CC.1.4.9-10.L CC.1.4.9-10.R</p>	<p>Simple Sentence Compound Sentence Complex Sentence Subject Predicate Clause Independent Clause Subordinate Clause</p>	<p>Approved textbook Classroom reading (Supplemental fiction and/or non-fiction) Class discussion Technology resources Guided reading Video / audio clips Teacher model Small group work</p>	<p>Teacher prepared tests, quizzes, etc. Common Core aligned assessments Grammar assessed in ongoing writing Student-generated assessments (essays, PowerPoint, creative projects, journals, etc.) Formative assessments Summative assessments</p>	<p>6 Days</p>
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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Quarter 2 Personal Narrative (MLA Format)	CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.D CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.H CC.1.4.9-10.J CC.1.4.9-10.K CC.1.4.9-10.L CC.1.4.9-10.M CC.1.4.9-10.N CC.1.4.9-10.O CC.1.4.9-10.P CC.1.4.9-10.Q CC.1.4.9-10.R CC.1.4.9-10.T CC.1.4.9-10.X	MLA Format Standards: Page Headers Page Numbers Double-Spacing Font (Size and Style) Margins	Classroom textbook: <ul style="list-style-type: none"> o Writing workshop (p. 131) Class discussion Technology resources Guided reading Teacher model Small group work <ul style="list-style-type: none"> o Pre-writing o Drafting o Revising o Editing/Proofreading o Reflecting 	Student Writing Prompt (2 page minimum) District Approved PA Eligible Content Rubric (see attached)	14 Days

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<p>Introduction to Poetry</p>	<p>CC.1.2.9-10.A CC.1.2.9-10.B CC.1.2.9-10.C CC.1.2.9-10.D CC.1.2.9-10.E CC.1.2.9-10.F CC.1.2.9-10.G CC.1.2.9-10.H CC.1.2.9-10.I CC.1.2.9-10.J CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.D CC.1.3.9-10.E CC.1.3.9-10.F CC.1.3.9-10.I CC.1.3.9-10.J CC.1.3.9-10.K</p>	<p>Rhyme Stanzas Sound Devices: (Alliteration, Assonance) Tone Mood Imagery Symbolism Personification Irony Free Verse Narrative Poetry</p>	<p>Classroom reading: <ul style="list-style-type: none"> o “Annabel Lee” (p. 198) o “The Raven” (outside source) o “Ozymandias” (outside source) o “The Wreck of the Hesperus” (p. 125) <p>Class discussion</p> <p>Technology resources</p> <p>Guided reading</p> <p>Video / audio clips</p> <p>Teacher model</p> <p>Small group work</p> </p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Common Core aligned assessments</p> <p>Analytical writing Student-generated assessments (essays, PowerPoint, creative projects, journals, etc.)</p> <p>Formative assessments</p> <p>Summative assessments</p>	<p>10 Days</p>
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<p>The Odyssey</p>	<p>CC.1.2.9-10.A CC.1.2.9-10.B CC.1.2.9-10.C CC.1.2.9-10.D CC.1.2.9-10.E CC.1.2.9-10.F CC.1.2.9-10.G CC.1.2.9-10.H CC.1.2.9-10.J CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.F CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.M CC.1.4.9-10.T CC.1.4.9-10.U CC.1.4.9-10.V CC.1.4.9-10.W</p>	<p>Epic Poetry Epic Hero Epithet Epic Simile Deus ex Machina</p>	<p>Classroom reading (text) (Supplemental fiction and/or non-fiction) o Author Biography: Homer (p. 967)</p> <p>Class discussion</p> <p>Technology resources</p> <p>Guided reading</p> <p>Video / audio clips</p> <p>Teacher model</p> <p>Small group work</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Common Core aligned assessments</p> <p>Analytical writing (TDA)</p> <p>Literature Constructed Response Rubric</p> <p>Culminating Analytical writing (5 paragraph minimum essay)</p> <p>Keystone Expository Rubric</p> <p>Student-generated assessments (essays, PowerPoint, creative projects, journals, etc.)</p> <p>Formative assessments</p> <p>Summative assessments</p>	<p>21 Days</p>
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<p>Quarter 3 Introduction to Shakespeare</p>	<p>CC.1.2.9-10.A CC.1.2.9-10.B CC.1.2.9-10.C CC.1.2.9-10.D CC.1.2.9-10.E CC.1.2.9-10.F CC.1.2.9-10.G CC.1.2.9-10.H CC.1.2.9-10.J CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.M CC.1.4.9-10.T CC.1.4.9-10.U CC.1.4.9-10.V CC.1.4.9-10.W</p>	<p>Elizabethan Theatre Blank Verse Foil Characters Tragedy Tragic Hero Comic Relief Allusion Soliloquy Aside Iambic Pentameter Couplet</p>	<p>Classroom reading (Supplemental fiction and/or non-fiction) o “Shakespeare’s World” (p. 983)</p> <p>Class discussion</p> <p>Technology resources</p> <p>Guided reading</p> <p>Video / audio clips</p> <p>Teacher model</p> <p>Small group work</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Common Core aligned assessments</p> <p>Analytical writing short response</p> <p>Student- generated assessments (essays, PowerPoint, creative projects, journals, etc.)</p> <p>Formative assessments</p> <p>Summative assessments</p>	<p>5 Days</p>
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<p>Romeo and Juliet</p>	<p>CC.1.2.9-10.A CC.1.2.9-10.B CC.1.2.9-10.C CC.1.2.9-10.D CC.1.2.9-10.E CC.1.2.9-10.F CC.1.2.9-10.G CC.1.2.9-10.H CC.1.2.9-10.J CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.F CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.M CC.1.4.9-10.T CC.1.4.9-10.U CC.1.4.9-10.V CC.1.4.9-10.W</p>	<p>Prologue/Chorus Acts Scenes Shakespeare Terminology (ex: thy, thou, thee, art, 'tis, doth, etc.)</p>	<p>Classroom reading <ul style="list-style-type: none"> o "The Tragedy of Romeo & Juliet" (p. 989) o "Romeo & Juliet are Palestinian and Jewish" - nonfiction article (p.1106) <p>Class discussion</p> <p>Technology resources</p> <p>Guided reading</p> <p>Video / audio clips <ul style="list-style-type: none"> o Films: "Romeo & Juliet" (1968 and 1996) <p>Teacher model</p> <p>Small group work</p> </p></p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Common Core aligned assessments</p> <p>Analytical writing (TDA)</p> <p>Literature Constructed Response Rubric</p> <p>Culminating Analytical writing (2-3 page)</p> <p>Keystone Expository Rubric</p> <p>Student-generated assessments (essays, PowerPoint, creative projects, journals, etc.)</p> <p>Formative assessments</p> <p>Summative assessments</p>	<p>40 Days</p>
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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Quarter 4 Novel: To Kill a Mockingbird	CC.1.2.9-10.A CC.1.2.9-10.B CC.1.2.9-10.C CC.1.2.9-10.D CC.1.2.9-10.E CC.1.2.9-10.F CC.1.2.9-10.G CC.1.2.9-10.H CC.1.2.9-10.J CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.F CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.M CC.1.4.9-10.T CC.1.4.9-10.U CC.1.4.9-10.V CC.1.4.9-10.W CC.1.5.9-10.A CC.1.5.9-10.B CC.1.5.9-10.C CC.1.5.9-10.D CC.1.5.9-10.G	Novel Fiction Plot Exposition Rising Action Climax Falling Action / Resolution Setting Characters (Dynamic, Static, Protagonist, Antagonist, etc.) Characterization (Direct and Indirect) Conflict Theme Motivation Foreshadowing Flashback Prediction Allusion Point of View Perspective Mood Tone Symbolism Narrator (Continued on next page)	Classroom reading <ul style="list-style-type: none"> o “To Kill a Mockingbird” by Harper Lee (Novel) o Harper Lee Biography (outside source) o Outside resources to put the novel in context: <ul style="list-style-type: none"> - Jim Crow Laws - Southern women - Lynching - Life during the Great Depression - Scottsboro: An American Tragedy - Classic historical crimes and trials (optional) - Etc. Class discussion Technology resources Guided reading Video / audio clips <ul style="list-style-type: none"> o Film: “To Kill a Mockingbird” (1962) o Clips: “Scottsboro: An American Tragedy” (2000) – Found via PBS or YouTube Teacher model Small group work	Teacher prepared tests, quizzes, etc. Common Core aligned assessments Analytical writing short response/TDA Literature Constructed Response Rubric Culminating Analytical writing (2-3 page) Keystone Expository Rubric Student-generated assessments (essays, PowerPoint, creative projects, journals, etc.) Formative assessments Summative assessments	35 Days

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<p>Novel: To Kill a Mockingbird (Continued)</p>		<p>Analysis Rhetoric Evidence Context Diction Sensory Details Figurative Language</p> <p>Vocabulary from text:</p> <ul style="list-style-type: none">● Chapter Vocabulary (See attached Appendix) ● Courtroom Vocabulary:<ul style="list-style-type: none">○ bench○ circumstantial evidence○ closing argument○ contempt○ convicted○ counsel○ court reporter○ cross-examination○ defendant○ deliberations○ disorderly conduct○ gavel○ Immaterial <p>(Continued on next page)</p>			
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<p>Novel: To Kill a Mockingbird (Continued)</p>		<ul style="list-style-type: none"> ○ judge ○ jury ○ misdemeanor ○ oath ○ objection ○ overruled ○ plaintiff ○ rape ○ reasonable doubt ○ sheriff ○ solicitor ○ testify ○ testimony ○ verdict ○ witness ○ witness stand ● Specialized Vocabulary (Tier II & Tier III): ○ ambidextrous ○ azaleas ○ baton ○ beadle ○ beholden ○ camellia <p>(Continued on next page)</p>			
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<p>Novel: To Kill a Mockingbird (Continued)</p>		<ul style="list-style-type: none"> ○ chicken wire ○ chiffarobe ○ collard ○ craw ○ entailment ○ haints ○ hock ○ intermarriage ○ iota ○ Jew's harp ○ Ku Klux Klan ○ licked ○ limelight ○ lynch ○ mob ○ morphine ○ nigger (* teacher-guided discussion for loaded words) ○ pertness ○ pinioned ○ stark, raving ○ veneer ○ venue 			
<p>Final Review and Exam</p>					<p>10 days</p>

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Appendix: To Kill a Mockingbird – Vocabulary with Definitions

Chapters 1-2

1. apothecary—one who prepares and sells medicines
2. assuaged—made less severe or burdensome
3. indigenous—occurring or living naturally in an area
4. malevolent—having or exhibiting hatred
5. mortification—a feeling of shame or humiliation
6. piety—religious devotion and reverence to God
7. sojourn—a brief, temporary stay
8. unsullied—spotlessly clean and fresh
9. vexations—irritations or annoyances
10. wallowing—heavily indulging in; rolling in

Chapters 3-4

1. abominable—detestable; unpleasant
2. amiable—pleasant; good-natured
3. auspicious—presenting favorable circumstances
4. contentious—tending to fight; quarrelsome
5. dispensation—a special allowance; privilege
6. expansively—with a willingness to talk, share
7. fractious—inclined to make trouble; unruly
8. persevere—to persist in a purpose, idea, or task
9. tranquility—state of calm, peacefulness, serenity
10. tyranny—a government in which a single person assumes absolute control

Chapters 5-6

1. aloof—distant; unfeeling

2. benevolence—inclination to perform charitable acts
3. benign—compassionate; incapable of causing harm
4. bewilderment—condition of being confused
5. cherub—a winged, chubby angel
6. ensuing—following immediately afterward
7. morbid—gruesome, gloomy, or dark
8. obliged—under force of necessity; obligated
9. prowess—superior skill or ability; strength or courage
10. tacit—unspoken; understood without being expressed

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Chapters 7-8

1. aberrations—deviations from the proper course
2. accosted—approached in a harsh manner; assaulted
3. ascertaining—discovering with certainty; determining
4. cleaved—adhered to closely; clung to
5. embalming—treating with preservatives to prevent decay
6. feeble—physically weak from age or sickness; frail
7. meditative—given to contemplation or deep thought
8. unfathomable—difficult or impossible to understand
9. vigil—wakefulness maintained in reverence to another person, usually after one's death
10. whittle—to carve or shape

Chapters 9-11

1. analogous—possessing connections, similarities
2. antagonized—created an enemy or an antagonist
3. articulate—to speak clearly and in distinct syllables
4. contemporaries—those who exist/live at the same time
5. evasion—an act of escaping or avoiding
6. inconspicuous—not noticeable or prominent
7. ingenious—characterized by cleverness or

originality

8. nauseating—causing nausea or upset stomach

9. mausoleum—a magnificent, decorated tomb

10. provocation—causing aggravation or annoyance

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Chapters 12-13

1. acquired—obtained possession of something
2. altercation—an angry dispute; quarrel
3. compensation—something given to make up for something else
4. contemptuously—showing contempt; scornfully
5. ecclesiastical—having to do with the church or the clergy
6. formidable—hard to overcome or deal with
7. inconsistent—not consistent; not in agreement
8. permanence—being permanent; lasting
9. prerogative—a right or privilege
10. qualms—sudden, disturbing feelings of uneasiness

Chapters 14-15

1. edification—intellectual, spiritual, or moral improvement
2. inaudible—not audible; cannot be heard
3. indulged—gave in to one’s pleasures; had what one wanted
4. obscure—not clearly expressed; hard to understand
5. peculiarities—strange or unusual qualities
6. penitentiary—a prison for criminals
7. perish—to be destroyed; die
8. placid—pleasantly calm or peaceful; quiet
9. quarrel—an angry dispute or disagreement
10. resignation—the act of resigning, withdrawing

Chapters 16-17

1. acrimonious—bitter, stinging, or caustic in nature or speech
2. corroborating—making more certain; double-checking; conspiring
3. countenance—appearance; face
4. frank—direct and unreserved in speech
5. grudge—a feeling of resentment or ill-will
6. gullet—the esophagus; throat
7. lurched—staggered; stumbled
8. profane—hold contempt for, usually towards God or sacred principles
9. scrutiny—a thorough searching; a close examination or inquiry
10. subpoena—a summons for witnesses or evidence before a court

Chapters 18-19

1. acquainted—familiar; having personal knowledge of
2. brash—tactless; bold
3. browbeating—intimidating; bullying
4. expunge—strike out; erase
5. lavations—washings; the process of bathing
6. pilgrimage—a journey or long quest for knowledge or religious reasons
7. predicament—an unpleasant situation
8. proceedings—a particular course of action
9. volition—the act of making a conscious decision
10. wrathfully—with great anger, hatred, or ill-will

Chapters 20-21

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1. acquit—declare someone innocent
2. contraband—goods that are illegally imported or exported
3. corrupting—causing to be immoral or dishonest
4. detachment—lack of interest or involvement
5. discreet—careful; good at keeping secrets
6. indicted—formally charged with a crime
7. perpetuated—made something last, go on
8. temerity—reckless, offensive boldness
9. vengeance—punishment in return for a wrong
10. verdict—a decision made by a jury

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Chapters 22-23

1. aggravate—to annoy or anger someone
2. appeal—an earnest or urgent request
3. cynical—distrustful of human nature
4. diction—clarity when speaking; choice of words
5. fatalistic—resigning to fate; allowing what happens to happen
6. fret—to worry
7. heathen—someone who deliberately insults religion, God, or a way of life
8. resentments—feelings of ill-will toward someone
9. statute—a law enacted by legislature
10. vehement—with conviction or force

Chapters 24-25

1. adjourned—suspended until a later time
2. apprehension—hesitation
3. bellows—a device for blowing air on a flame in order for it to grow
4. devout—devoted to divine worship or service
5. duress—constant threat; coercion
6. hypocrite—someone who pretends to have virtues, moral or religious beliefs, etc. that he or she does not possess
7. navigate—to find one's way
8. squalid—foul and repulsive; neglected
9. varmint—an undesirable animal, usually a scavenger
10. veneer—a thin surface layer

Chapters 26-28

1. carcass—the body of a human or animal
2. contraption—a mechanical gadget or device
3. crooning—a soft singing or humming
4. eccentricities—oddities or peculiarities in conduct
5. furtive—secret or shifty; sneaky
6. gait—a manner of walking or trotting
7. notoriety—the state of being known for some unfavorable act or quality
8. recluse—a person shut off or apart from the

world; someone living in seclusion

9. staccato—disconnected, shortened, detached sound
10. subordinates—those who are lower in rank or of secondary importance

Chapters 29-31

1. acquiescence—agreement or consent by silence
2. connived—cooperated in secret; conspired
3. contradict—to assert the contrary or opposite of
4. craw—the stomach of an animal
5. eluded—avoided or escaped by cleverness or speed
6. garishly—with excessive ornateness or brightness
7. hearse—a vehicle for conveying a dead person

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to the place of burial

8. reprimand—a severe reproof or rebuke

9. sedative—tending to calm or soothe; a calming drug or agent

10. turmoil—a state of great commotion or unrest