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# English III

Curriculum Guide

Scranton School District

Scranton, PA



**Scranton School District  
Curriculum Guide**

**English III**

**Prerequisite:**

- Successful completion of English II

English III continues to build on the foundations of analytical reading, written discourse and effective mechanics and conventions of written and verbal communication through a survey of primarily American Literature. Work in the area of composition goes beyond the essay to include a research paper documented in MLA style. Students are introduced to major American writers and movements through a chronological study beginning with the earliest settlers and continuing to the present time. Poetry, short stories, novels, plays, and essays representative of the various time periods and/or movements are studied. This exposure is intended not only to show how American Literature evolved, but also to give the student an appreciation for American literary masters and draw connections to American history and politics. Students will have experiences with both MLA and APA forms of citation in preparation for post-secondary education.

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Year-at-a-glance

<b>Subject: English III</b>	<b>Grade Level: 11th</b>	<b>Date Completed: 2/5/2017</b>
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**1<sup>st</sup> Quarter**

Topic	Resources	Standards
<p><u>The Beginnings</u>                      “When Grizzlies Walked Upright”                      From <i>The Interesting Narrative of the Life of Olaudah Equiano</i>                      “On Being Brought from Africa to America”                      From <i>The General History of Virginia</i>                      “Huswifery”                      “To My Dear and Loving Husband”</p>	<p>Prentice Hall Literature:  <i>The American Experience</i></p> <p>Supplemental Prentice Hall Resources                      Teacher Generated Assignments/Assessments                      PowerPoint                      Video Clips</p>	<p>C.C.1.3.11-12.A, B, C, D, E, F, H, I, J, K</p> <p>C.C.1.4.11-12.A,B, C, D, E, F, G, H, L, N, O, P,Q, R, S,T,X</p>
<p><i>The Crucible</i></p>	<p>Prentice Hall Literature:  <i>The American Experience</i></p> <p>Supplemental Prentice Hall Resources                      Teacher Generated Assignments/Assessments                      PowerPoint                      Video Clips</p>	<p>C.C.1.3.11-12.A, B, C, D, E, F, G,H, I, J, K</p> <p>C.C.1.4.11-12.A,B, C, D, E, F, G, H, L, N, O, P,Q, R, S,T,U, V,W,X</p>
<p><i>Sinners in the Hands of an Angry God</i></p>	<p>Prentice Hall Literature:  <i>The American Experience</i></p> <p>Supplemental Prentice Hall Resources                      Teacher Generated Assignments/Assessments                      PowerPoint</p>	<p>C.C.1.3.11-12.A, B, C, D, E, F, H, I, J, K</p> <p>C.C.1.4.11-12.A,B, C, D, E, F, G, H, L, N, O, P,Q, R, S,T,X</p>

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**2<sup>nd</sup> Quarter**

<b>Topic</b>	<b>Resources</b>	<b>Standards</b>
<u>A Nation is Born</u> <i>From The Autobiography</i> <i>To His Excellency, General Washington</i> “On Being Brought from Africa to America” “What to a Slave is the Fourth of July” <i>Common Sense</i>	Prentice Hall Literature: <i>The American Experience</i>  Supplemental Prentice Hall Resources Teacher Generated Assignments/Assessments PowerPoint	C.C.1.2.11-12 A,B, C, D, E, F, G, H, I, J, K, L  CC.1.3.11-12 A, B, C, D, E, F, G, H, I, J, K  CC1.4.11-12 A-L, U, V, W
<u>A Growing Nation</u> “The Devil and Tom Walker” “The Fall of the House of Usher” <i>The Scarlet Letter</i> <i>Society and Solitude</i> From <i>Walden</i>	Prentice Hall Literature: <i>The American Experience</i>  Supplemental Prentice Hall Resources Teacher Generated Assignments/Assessments PowerPoint	C.C.1.2.11-12 A,B, C, D, E, F, G, H, I, J, K, L  CC.1.3.11-12 A, B, C, D, E, F, G, H, I, J, K

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**3<sup>rd</sup> Quarter**

Topic	Resources	Standards
Emily Dickinson Poetry	Prentice Hall Literature: <i>The American Experience</i>  Supplemental Prentice Hall Resources Teacher Generated Assignments/Assessments PowerPoint	CC.1.3.11-12. A,B, C, D, E, F, G, H, I, J, K
From "Song of Myself"	Prentice Hall Literature: <i>The American Experience</i>  Supplemental Prentice Hall Resources Teacher Generated Assignments/Assessments	CC.1.3.11-12. A,B, C, D, E, F, G, H, I, J, K
Research Paper (MLA Format)	Power Point Computer Lab	CC.1.4.11-12. A, B, C, D, E, F, G, H, I, J, K, L, N, Q, R, S, T, U, V, W, X
"An Occurrence at Owl Creek Bridge"	Prentice Hall Literature: <i>The American Experience</i>	CC.1.3.11-12. B, C, D, E, F, G, H, I, J, K
From Life on the Mississippi"	Supplemental Prentice Hall Resources Teacher Generated Assignments/Assessments	CC.1.5.11-12. E, G
"The Notorious Jumping Frog"	PowerPoint	

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**4<sup>th</sup> Quarter**

Topic	Resources	Standards
<i>The Great Gatsby</i>	Novel - <i>The Great Gatsby</i> Teacher Generated Assignments/Assessments PowerPoint Multimedia	CC.1.3.11-12.A, B, C, D, E, F, H, I, K
"The Love Song of J. Alfred Prufrock"	Prentice Hall Literature: <i>The American Experience</i>  Teacher Generated Assignments/Assessments PowerPoint	CC.1.3.11-12.A, B, C, D, E, F, G, H, I, J, K
Poems by Carl Sandburg, Robert Frost, Langston Hughes, Claude McKay	Prentice Hall Literature: <i>The American Experience</i>  Teacher Generated Assignments/Assessments PowerPoint	CC.1.3.11-12.A, B, C, D, E, F, G, H, I, J, K
Research Paper (APA Format)	Non Fiction Article of Teacher's Choice Teacher Generated Assignments/Assessments PowerPoint	C.C.1.4.11-12. A, B, C, D, E, F, G, H, I, J, K, L, N, Q, R, S, T, U, V, W, X
Final Review and Exam	Teacher Generated Review Packets	

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p><b>Quarter 1</b> <b><u>The Beginnings</u></b></p> <p><b>“When Grizzlies Walked Upright”</b></p>	<p>C.C.1.3.11-12.A, B, C, D, E, F, H, I, J, K</p> <p>C.C.1.4.11-12.A,B, C, D, E, F, G, H, L, N, O, P,Q, R, S,T,X</p>	<p><b>Analysis</b> <b>Author’s Purpose</b> <b>Characterization</b> <b>Conflict/Problem</b> <b>Context Clues</b> <b>Cultural Significance</b> <b>Draw Conclusion</b> <b>Focus</b> <b>Inference</b> <b>Interpret</b> <b>Literary Device</b> <b>Oral Tradition</b> <b>Origin Myth</b> <b>Text Structure</b> <b>Theme</b></p> <p><b>Vocabulary from Text:</b></p> <ul style="list-style-type: none"> <li>• tremble</li> <li>• promptly</li> <li>• scattered</li> <li>• wandered</li> </ul>	<p>Prentice Hall Literature: <i>The American Experience</i></p> <p>Supplemental Prentice Hall Resources</p> <p>Teacher Generated Assignments/Assessments</p> <p>Classroom Reading</p> <p>PowerPoint</p> <p>Guided Reading Class Discussion</p> <p>Video Clips</p> <p>Small Group Work</p> <p>Grammar in Context : Compound Sentences</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessment</p> <p>Keystone Rubric</p>	<p>2 days</p>

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<p><b>From <i>The Interesting Narrative of the Life of Olaudah Equiano</i></b> <b>Olaudah Equiano</b></p> <p><b>“On Being Brought from Africa to America”</b> <b>Phillis Wheatley</b></p>	<p>C.C.1.3.11-12.A, B, C, D, E, F, H, I, J, K</p> <p>C.C.1.4.11- 12.A,B, C, D, E, F, G, H, L, N, O, P,Q, R, S,T,X</p>	<p><b>Analysis</b> <b>Author’s Purpose</b> <b>Autobiography</b> <b>Characterization</b> <b>Conflict/Problem</b> <b>Context Clues</b> <b>Cultural Significance</b> <b>Draw Conclusion</b> <b>Emotional Appeal</b> <b>Focus</b> <b>Inference</b> <b>Interpret</b> <b>Literary Device</b> <b>Point of View</b> <b>Slave Narrative</b> <b>Summarizing</b> <b>Text Structure</b> <b>Theme</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• avarice</li> <li>• copious</li> <li>• improvident</li> <li>• loathsome</li> <li>• pacify</li> <li>• pestilential</li> </ul>	<p>Prentice Hall Literature: <i>The American Experience</i></p> <p>Supplemental Prentice Hall Resources</p> <p>Teacher Generated Assignments/Assessments</p> <p>Classroom Reading</p> <p>PowerPoint</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Video Clips</p> <p>Small Group Work</p> <p>Grammar in Context: Active and Passive Voice</p> <p>Expository Writing: Summarize the Text (1-3 paragraphs)</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Writing Assessment: TDA ( text dependent analysis)</p> <p>Keystone Literature Response Rubric</p> <p>Core Aligned Assessments</p>	<p>3 days</p>
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<p><b>From <i>The General History of Virginia</i></b> <b>John Smith</b></p>	<p>C.C.1.3.11-12.A, B, C, D, E, F, H, I, J, K I, J, U</p> <p>C.C.1.4.11- 12.A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, X</p>	<p><b>Analysis</b> <b>Bias</b> <b>Author's Purpose</b> <b>Compare/Contrast</b> <b>Conflict/Problem</b> <b>Context Clues</b> <b>Draw Conclusion</b> <b>Evaluate</b> <b>Focus</b> <b>Inference</b> <b>Interpret</b> <b>Literary Device</b> <b>Narrative Accounts</b> <b>Point of View</b> <b>Text Structure</b> <b>Theme</b> <b>Voice</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• conceits</li> <li>• mollified</li> <li>• palisades</li> <li>• pilfer</li> </ul>	<p>Prentice Hall Literature: <i>The American Experience</i></p> <p>Supplemental Prentice Hall Resources</p> <p>Teacher Generated Assignments/Assessments</p> <p>Classroom Reading</p> <p>PowerPoint</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Video Clips</p> <p>Small Group Work</p> <p>Grammar in Context: Singular and Plural Possessive Nouns</p> <p>Compare/Contrast Writing Compare and contrast William Bradford's from <i>Of Plymouth Plantation</i> to John Smith's from <i>A General History of Virginia</i> (5 paragraphs using textbook for source)</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Writing Assessment: TDA (250-500 words)</p> <p>Keystone Rubric</p> <p>Core Aligned Assessment</p>	<p>3 days</p>
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<p><b>From <i>Of Plymouth Plantation</i></b> <b>William Bradford</b></p>	<p>C.C.1.3.11-12.A, B, C, D, E, F, H, I, J, K</p> <p>C.C.1.4.11- 12.A,B, C, D, E, F, G, H, I,J,L, N, O, P,Q, R, S,T,U,X</p>	<p><b>Analysis</b> <b>Bias</b> <b>Author's Purpose</b> <b>Compare/Contrast</b> <b>Conflict/Problem</b> <b>Context Clues</b> <b>Draw Conclusion</b> <b>Evaluate</b> <b>Focus</b> <b>Inference</b> <b>Interpret</b> <b>Literary Device</b> <b>Narrative Accounts</b> <b>Point of View</b> <b>Text Structure</b> <b>Theme</b> <b>Voice</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• loath</li> <li>• peril</li> <li>• recompense</li> <li>• sundry</li> </ul>	<p>Prentice Hall Literature: <i>The American Experience</i></p> <p>Supplemental Prentice Hall Resources</p> <p>Teacher Generated Assignments/Assessments</p> <p>Classroom Reading</p> <p>PowerPoint</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Video Clips</p> <p>Small Group Work</p> <p>Grammar in Context: Singular and Plural Possessive Nouns</p> <p>Compare/Contrast Writing Compare and contrast William Bradford's from <i>Of Plymouth Plantation</i> to John Smith's from <i>A General History of Virginia</i> (5 paragraphs-using textbook as source)</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Analytical writing Response (tone, slant, author's purpose)</p> <p>Keystone Literature Response Rubric/ Keystone Expository Rubric</p> <p>Core Aligned Assessment</p>	<p>3 days</p>
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<p><b>“To My Dear and Loving Husband”</b></p>	<p>C.C.1.3.11-12.A, B, C, D, E, F, H, I, J, K</p> <p>C.C.1.4.11-12.A,B, C, D, E, F, G, H, K,L, N, O, P,Q, R, S,T,X</p>	<p><b>Analysis</b>  <b>Author’s Purpose</b>  <b>Context Clues</b>  <b>Diction</b>  <b>Draw Conclusion</b>  <b>Figurative Language</b>  <b>Focus</b>  <b>Hyperbole</b>  <b>Imagery</b>  <b>Implicit/Explicit</b>  <b>Inference</b>  <b>Interpret</b>  <b>Literary Device</b>  <b>Literary Form</b>  <b>Metaphor</b>  <b>Paradox</b>  <b>Paraphrasing</b>  <b>Plain Style</b>  <b>Sound Devices</b>  <b>Text Structure</b>  <b>Theme</b>  <b>Tone</b>  <b>Voice</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• manifold</li> <li>• persevere</li> <li>• recompense</li> </ul>	<p>Prentice Hall Literature: <i>The America Experience</i></p> <p>Supplemental Prentice Hall Resources</p> <p>Teacher Generated Assignments/Assessments</p> <p>Classroom Reading</p> <p>PowerPoint</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Video Clips</p> <p>Small Group Work</p> <p>Grammar in Context: Direct Address</p> <p>Writing: Paraphrasing Activity (one paragraph)</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Short Answer Response</p> <p>Core Aligned Assessment</p>	<p>1 days</p>
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<p><b>“Huswifery”</b></p>	<p>C.C.1.3.11-12.A, B, C, D, E, F, H, I, J, K</p> <p>C.C.1.4.11- 12.A,B, C, D, E, F, G, H, K,L, N, O, P,Q, R, S,T,X</p>	<p><b>Analysis</b> <b>Apostrophe</b> <b>Author’s Purpose</b> <b>Context Clues</b> <b>Diction</b> <b>Draw Conclusion</b> <b>Extended Metaphor</b> <b>Figurative Language</b> <b>Focus</b> <b>Imagery</b> <b>Implicit/Explicit</b> <b>Inference</b> <b>Interpret</b> <b>Literary Device</b> <b>Literary Form</b> <b>Paraphrasing</b> <b>Plain Style</b> <b>Sound Devices</b> <b>Text Structure</b> <b>Theme</b> <b>Tone</b> <b>Voice</b></p>	<p>Prentice Hall Literature: <i>The American Experience</i></p> <p>Supplemental Prentice Hall Resources</p> <p>Teacher Generated Assignments/Assessment</p> <p>Classroom Reading</p> <p>PowerPoint</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Video Clips</p> <p>Small Group Work</p> <p>Grammar in Context: Direct Address</p>	<p>Writing: Paraphrasing Activity (one paragraph)</p>	<p>1 days</p>
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<p><b><i>The Crucible</i></b></p>	<p>C.C.1.3.11-12.A, B, C, D, E, F, G,H, I, J, K</p> <p>C.C.1.4.11- 12.A,B, C, D, E, F, G, H, L, N, O, P,Q, R, S,T,U, V,W,X</p>	<p><b>Allusion</b> <b>Author's Purpose</b> <b>Characterization</b> <b>Climax</b> <b>Conflict/Problem</b> <b>Context Clues</b> <b>Dialect</b> <b>Dialogue</b> <b>Draw Conclusion</b> <b>Evaluate</b> <b>Focus</b> <b>Foreshadowing</b> <b>Implicit/Explicit</b> <b>Inference</b> <b>Interpret</b> <b>Literary Device</b> <b>Motif</b> <b>Stage Direction</b> <b>Symbolism</b> <b>Text Structure</b> <b>Theme</b></p>	<p>Prentice Hall Literature: <i>The American Experience</i></p> <p>Supplemental Prentice Hall Resources</p> <p>Teacher Generated Assignment/Assessment</p> <p>Classroom Reading</p> <p>PowerPoint</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Video Clips</p> <p>Small Group Work</p> <p>Grammar in Context:</p> <ul style="list-style-type: none"> <li>• Commas after Introductory</li> <li>• Words</li> <li>• Subject/Verb Agreement</li> <li>• Inverted Sentences</li> <li>• Commonly Confused Words</li> </ul>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Analytical Writing Assessment (2-3 page min with MLA)</p> <p>Keystone Expository Rubric</p> <p>Core Aligned Assessments</p> <p>Writing Options Narrative Writing: Students will write a story about a time they made a mistake and how they resolved it.</p>	<p>29 days</p>
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		<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• abomination</li> <li>• adamant</li> <li>• allegiance</li> <li>• anonymity</li> <li>• audible</li> <li>• avidly</li> <li>• base</li> <li>• beguile</li> <li>• blanched</li> <li>• blasphemy</li> <li>• calamity</li> <li>• condemnation</li> <li>• contempt</li> <li>• contemplation</li> <li>• contemptuous</li> <li>• contention</li> <li>• contentious</li> <li>• daft</li> <li>• deference</li> <li>• deposition</li> <li>• effrontery</li> <li>• fraud</li> <li>• gingerly</li> <li>• imperceptible</li> <li>• indignant</li> <li>• incredulously</li> <li>• indictment</li> <li>• ineptly</li> <li>• inert</li> </ul>	<p>Character Analysis:</p> <ul style="list-style-type: none"> <li>• Write a character sketch in which you evaluate the strengths and weaknesses of a character from <i>The Crucible</i>.</li> <li>• Persuasive Writing:</li> <li>• Defend the actions of an accused character in <i>The Crucible</i>.</li> </ul>	<p>Analytical Writing (1-2 pages with relevant documentation and citations)</p>	
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<i>The Crucible</i>		Vocabulary Continued: <ul style="list-style-type: none"><li>• lechery</li><li>• manifest</li><li>• menacingly</li><li>• pallor</li><li>• penitence</li><li>• perplexed</li><li>• pretense</li><li>• prodigious</li><li>• proposition</li><li>• providence</li><li>• remorselessly</li><li>• reprieve</li><li>• qualm</li><li>• statutes</li><li>• tainted</li><li>• theology</li><li>• transfixed</li><li>• unnerved</li><li>• vindictive</li></ul>			
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<p><b><i>Sinners in the Hands of an Angry God</i></b></p>	<p>C.C.1.3.11-12.A, B, C, D, E, F, H, I, J, K</p> <p>C.C.1.4.11-12.A,B, C, D, E, F, G, H, L, N, O, P,Q, R, S,T,X</p>	<p><b>Analogy</b>  <b>Analysis</b>  <b>Argument/Position</b>  <b>Bias</b>  <b>Author's Purpose</b>  <b>Conflict/Problem</b>  <b>Connotation</b>  <b>Context Clues</b>  <b>Defense of a Claim</b>  <b>Draw Conclusion</b>  <b>Evaluate</b>  <b>Focus</b>  <b>Generalization</b>  <b>Implicit/Explicit</b>  <b>Inference</b>  <b>Interpret</b>  <b>Literary Device</b>  <b>Propaganda Techniques</b></p> <ul style="list-style-type: none"> <li>• <b>Bandwagon</b></li> <li>• <b>Emotional Appeal</b></li> </ul> <p><b>Repetition</b>  <b>Sermon</b>  <b>Text Structure</b>  <b>Theme</b>  <b>Tone</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• <b>dolorous</b></li> <li>• <b>ineffable</b></li> <li>• <b>omnipotent</b></li> </ul>	<p>Prentice Hall Literature: <i>The American Experience</i></p> <p>Supplemental Prentice Hall Resources</p> <p>Teacher Generated Assignments/Assessments</p> <p>Classroom Reading</p> <p>PowerPoint</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Video Clips</p> <p>Small Group Work</p> <p>Grammar in Context as Necessary</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Analytical Response</p>	<p>3 days</p>
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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p><b>Quarter 2</b> <b><u>A Nation is Born</u></b> <b>(1750-1800)</b></p> <p><b>Introductory Information – Nonfiction Reading</b></p>	<p>C.C.1.2.11-12.A,B, D, G, I, J, K, L</p>	<p><b>Analysis</b> <b>Headings/Graphics/Charts</b> <b>Inference</b> <b>Interpretation</b> <b>Main Idea</b></p>	<p>Prentice Hall Literature: <i>The American Experience</i></p> <p>Interpretation of Timeline/Chart</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p>	<p>1 day</p>
<p><b>From <i>The Autobiography</i> Benjamin Franklin</b></p>	<p>C.C.1.3.11-12, A,B,D, G, I, J, K</p> <p>C.C.1.4.11-12. A, B, C, D, E, F, H, I, U,V,W</p>	<p><b>Aphorism</b> <b>Autobiography</b> <b>Author’s Purpose</b> <b>Character</b> <b>Conflict/Problem</b> <b>Connotation</b> <b>Defense of a Claim</b> <b>Draw Conclusion</b> <b>Evaluate</b> <b>First Person</b> <b>Inference</b> <b>Interpret</b> <b>Key/Supporting Details</b> <b>Literary Nonfiction</b> <b>Main Idea</b></p>	<p>Prentice Hall Literature: <i>The American Experience</i></p> <p>Supplemental Prentice Hall Resources</p> <p>Teacher Generated Assignments/Assessments</p> <p>Classroom Reading</p> <p>PowerPoint</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Video Clips</p> <p>Small Group Work</p> <p>Grammar in Context: Pronoun Case</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p> <p>Analytical Written Response (1-2 pages)</p>	<p>5 days</p>

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		<p>Vocabulary:</p> <ul style="list-style-type: none"><li>• arduous</li><li>• avarice</li><li>• disposition</li><li>• felicity</li><li>• foppery</li><li>• vigilance</li></ul>	<p>Research and Technology: Create a travel brochure for tourists visiting Philadelphia. Use the Internet and electronic reference sources to gather information and obtain appropriate pictures, maps, or lists. If possible, blend your text and images in one file, using a desktop publishing program.</p>		
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<p><b>“To His Excellency, General Washington”</b> <b>Phillis Wheatley</b></p>	<p>CC.1.3.11-12A, B, F, G, H, I, J, K</p> <p>CC1.4.11-12 A-L</p>	<p><b>Analysis</b> <b>Figurative Language</b> <b>Genre</b> <b>Imagery</b> <b>Interpret</b> <b>Literary Device</b> <b>Literary Form: Couplet</b> <b>Paraphrase</b> <b>Personification</b> <b>Poetry</b> <b>Structure of Poem</b> <b>Symbolism</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• celestial</li> <li>• pensive</li> <li>• propitious</li> <li>• refluent</li> <li>• refulgent</li> </ul>	<p>Prentice Hall Literature: <i>The American Experience</i></p> <p>Supplemental Prentice Hall Resources</p> <p>Teacher Generated Assignments/Assessments</p> <p>PowerPoint</p> <p>Classroom Reading</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Writing: Paraphrasing Activity (one paragraph)</p> <p>Grammar in Context: Subject and Verb Agreement</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p>	<p>1 day</p>
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<p><b>“On Being Brought from Africa to America” Phillis Wheatley</b></p>	<p>CC.1.3.11-12A, B, F, G, H, I, J, K</p> <p>CC1.4.11-12 A-L</p>	<p><b>Analysis</b>  <b>Allusion-Biblical/Historical</b>  <b>Figurative Language</b>  <b>Genre</b>  <b>Imagery</b>  <b>Interpret</b>  <b>Literary Device</b>  <b>Literary Form: Couplet</b>  <b>Paraphrase</b>  <b>Poetry</b>  <b>Structure of Poem</b>  <b>Symbolism</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• benighted</li> <li>• diabolic</li> <li>• pagan</li> <li>• redemption</li> <li>• sable</li> <li>• scornful</li> </ul>	<p>Supplemental Text: copy of poem</p> <p>Teacher Generated Assignments/Assessments</p> <p>PowerPoint</p> <p>Classroom Reading</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Writing: Paraphrasing Activity (one paragraph)</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p> <p>Keystone Literature Response Rubric</p> <p>Students write a letter to a political figure with current concerns.</p> <p>Keystone Expository Rubric</p>	<p>1 day</p>
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<p><b>“What to the Slave is the Fourth of July” Frederick Douglass</b></p>	<p>CC.1.2.11-12 A, B, C, D E, F, G, H, I, J, K, L</p> <p>CC1.4.11-12 A-L</p>	<p><b>Allusion-Historical Analysis</b> <b>Author’s Purpose</b> <b>Cultural Significance</b> <b>Diction</b> <b>Draw Conclusion</b> <b>Elements of Nonfiction</b> <b>Inference</b> <b>Interpret</b> <b>Key/Supporting Details</b> <b>Main Idea</b> <b>Nonfiction</b> <b>Opinion</b> <b>Point of View</b> <b>Style</b> <b>Summarize</b> <b>Symbolism</b> <b>Tone</b> <b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• cleave</li> <li>• hypocrisy</li> <li>• impudence</li> <li>• license</li> <li>• obdurate</li> <li>• pale</li> <li>• plaintive</li> <li>• quicken</li> <li>• reproach</li> <li>• republican</li> <li>• sacrilegious</li> <li>• sham</li> <li>• stolid</li> <li>• Zion</li> </ul>	<p>Supplemental Text: copy of the speech</p> <p>Teacher Generated Assignments/Assessments</p> <p>PowerPoint</p> <p>Classroom Reading</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Video Clips</p> <p>Small Group Work</p> <p>Writing: Find one point of the speech with which you agree or disagree. Write a reflection explaining your point of view (3 paragraphs).</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p> <p>Keystone Expository Rubric (to accompany writing assignment)</p>	<p>3 days</p>
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<p><b>“Common Sense” Thomas Paine</b></p>	<p>CC.1.2.11-12 A, B, C, D E, F, G, H, I, J, K, L</p> <p>CC1.4.11-12 A-L</p>	<p><b>Allusion-Historical Analysis Argument/Position Author’s Purpose Cultural Significance Diction Draw Conclusion Elements of Nonfiction Inference Interpret Key/Supporting Details Main Idea Metaphor Nonfiction Opinion Point of View Rhetoric Style Summarize Tone</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• deluge</li> <li>• posterity</li> <li>• precariousness</li> <li>• precedent</li> <li>• relapse</li> <li>• superseded</li> <li>• sycophant</li> <li>• touchstone</li> </ul>	<p>Supplemental Text: copy of the pamphlet</p> <p>Teacher Generated Assignments/Assessments</p> <p>PowerPoint</p> <p>Classroom Reading</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Video Clips</p> <p>Small Group Work</p> <p>TDA: address the issue of audience and rhetoric in his speech. (500 words)</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p> <p>Keystone Expository Rubric</p>	<p>3 days</p>
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**Scranton School District  
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<p><b><u>A Growing Nation</u></b> <b>(1800-1870)</b></p> <p><b>Introductory Information – Nonfiction Reading</b></p>	<p>C.C1.2.11- 12.A,B, D, G, I, J, K, L</p>	<p><b>Analysis</b> <b>Headings/Graphics/Charts</b> <b>Inference</b> <b>Interpretation</b> <b>Main Idea</b></p>	<ul style="list-style-type: none"> <li>• Prentice Hall Literature: <i>The American Experience</i></li> </ul>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p>	<p>1 day</p>
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<p><b>“The Devil and Tom Walker”</b> <b>Washington Irving</b></p>	<p>CC. 1.3.11-12.A, B, C, D, E, F, G, H, I, K</p>	<p><b>Allusion</b> <b>Analysis</b> <b>Author’s purpose</b> <b>Characterization</b> <b>Cultural significance</b> <b>Diction</b> <b>Drawing conclusion</b> <b>Elements of fiction</b> <b>Foreshadowing</b> <b>Genre</b> <b>Imagery</b> <b>Inference</b> <b>Irony</b> <b>Literary movement</b> <b>Main idea</b> <b>Satire</b> <b>Point of View (3<sup>rd</sup> Person Omniscient)</b> <b>Theme</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• avarice</li> <li>• extort</li> <li>• ostentation</li> <li>• parsimony</li> <li>• usurers</li> </ul>	<p>Prentice Hall Literature: <i>The American Experience</i></p> <p>Teacher Generated Assignments/Assessments</p> <p>PowerPoint</p> <p>Classroom Reading</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Video Clips</p> <p>Small Group Work</p> <p>Grammar in Context: Adjective clauses</p> <p>TDA –Pont of view (3-5 paragraphs)</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p> <p>Keystone Expository Rubric</p>	<p>2 days</p>
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<p><b>“The Fall of the House of Usher”</b> Edgar Allan Poe</p>	<p>CC. 1.3.11-12.A, B, C, D, E, F, G, H, I, K</p>	<p><b>Allusion</b> <b>Alliteration</b> <b>Analysis</b> <b>Author’s purpose</b> <b>Characterization</b> <b>Drawing conclusion</b> <b>Elements of fiction</b> <b>Foreshadowing</b> <b>Genre</b> <b>Gothic Elements</b> <b>Imagery</b> <b>Inference</b> <b>Irony</b> <b>Main idea</b> <b>Point of View (1st Person Omniscient)</b> <b>Single Effect</b> <b>Theme</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• anomalous</li> <li>• appellation</li> <li>• equivocal</li> <li>• importunate</li> <li>• munificent</li> <li>• sentience</li> <li>• specious</li> </ul>	<p>Prentice Hall Literature: <i>The American Experience</i></p> <p>Teacher Generated Assignments/Assessments</p> <p>PowerPoint</p> <p>Classroom Reading</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Multimedia</p> <p>Small Group Work</p> <p>Grammar in Context: Coordinate Adjectives</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p> <p>Analytical Essay (2-4 page min) theme, symbolism, Romantic Literature/Gothic Literature</p> <p>Keystone Expository Rubric</p>	<p>5 days</p>
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**Scranton School District  
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<p><b><i>The Scarlet Letter</i></b> <b>Nathaniel Hawthorne</b></p>	<p>CC. 1.3.11-12.A, B, C, D, E, F, G, H, I, K</p>	<p><b>Allusion</b> <b>Analysis</b> <b>Author's purpose</b> <b>Characterization</b> <b>Conflict</b> <b>Context Clues</b> <b>Drawing conclusion</b> <b>Elements of fiction</b> <b>Figurative Language</b> <b>Foreshadowing</b> <b>Genre</b> <b>Imagery</b> <b>Inference</b> <b>Irony</b> <b>Literary Devices</b> <b>Literary Elements</b> <b>Style</b> <b>Theme</b> <b>Tone</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• abate</li> <li>• abash</li> <li>• accord</li> <li>• administer</li> <li>• affinity</li> <li>• afflict</li> <li>• alchemy</li> <li>• allot</li> <li>• amenable</li> <li>• anathema</li> <li>• anguish</li> </ul>	<p><i>The Scarlet Letter</i> text Teacher Generated</p> <p>Assignments/Assessments</p> <p>PowerPoint</p> <p>Classroom Reading</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Video Clips</p> <p>Small Group Work</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p> <p>Analytical Essay (2-4 page min) theme, symbolism, Romantic Literature/Gothic Literature</p> <p>Keystone Expository Rubric</p>	<p>15 days</p>
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<p><b><i>The Scarlet Letter</i></b> <b>Nathaniel Hawthorne</b></p>	<p>CC. 1.3.11-12.A, B, C, D, E, F, G, H, I, K</p>	<ul style="list-style-type: none"> <li>• antic</li> <li>• antipathy</li> <li>• antiquated</li> <li>• apothecary</li> <li>• appellation</li> <li>• append</li> <li>• ascetic</li> <li>• askew</li> <li>• assemblage</li> <li>• assimilate</li> <li>• awry</li> <li>• balk</li> <li>• bandy</li> <li>• beseech</li> <li>• besmirch</li> <li>• brazen</li> <li>• callous</li> <li>• celestial</li> <li>• comely</li> <li>• compel</li> <li>• comprise</li> <li>• concoct</li> <li>• confidant</li> <li>• congregate</li> <li>• constitute</li> <li>• constrain</li> <li>• contemporaries</li> <li>• contrive</li> <li>• cultivate</li> <li>• dauntless</li> </ul>	<p><i>The Scarlet Letter</i> text</p> <p>Teacher Generated Assignments/Assessments</p> <p>PowerPoint</p> <p>Classroom Reading</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Video Clips</p> <p>Small Group Work</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p>	
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**Scranton School District  
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<p><b><i>The Scarlet Letter</i></b> <b>Nathaniel Hawthorne</b></p>	<p>CC. 1.3.11-12.A, B, C, D, E, F, G, H, I, K</p>	<ul style="list-style-type: none"> <li>• decry</li> <li>• defile</li> <li>• delusion</li> <li>• denounce</li> <li>• despondent</li> <li>• diabolical</li> <li>• diffuse</li> <li>• discern</li> <li>• eccentricity</li> <li>• edifice</li> <li>• efficacy</li> <li>• elapse</li> <li>• emaciated</li> <li>• eminent</li> <li>• enjoin</li> <li>• envelop</li> <li>• evanescent</li> <li>• exemplary</li> <li>• exhort</li> <li>• expostulation</li> <li>• extinguish</li> <li>• extravagant</li> </ul>	<p><i>The Scarlet Letter</i> text Teacher Generated</p> <p>Assignments/Assessments</p> <p>PowerPoint</p> <p>Classroom Reading</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Video Clips</p> <p>Small Group Work</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p>	
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<p><b><i>The Scarlet Letter</i></b> <b>Nathaniel Hawthorne</b></p>	<p>CC. 1.3.11-12.A, B, C, D, E, F, G, H, I, K</p>	<ul style="list-style-type: none"> <li>• feign</li> <li>• grievous</li> <li>• haughty</li> <li>• hue</li> <li>• ignominious</li> <li>• impalpable</li> <li>• impediment</li> <li>• imperceptible</li> <li>• inanimate</li> <li>• inarticulate</li> <li>• incur</li> <li>• indicative</li> <li>• infer</li> <li>• inscrutable</li> <li>• insidious</li> <li>• insubordination</li> <li>• intervene</li> <li>• intrinsic</li> <li>• lavish</li> <li>• loathe</li> <li>• lurid</li> <li>• machination</li> </ul>	<p><i>The Scarlet Letter</i> text</p> <p>Teacher Generated Assignments/Assessments</p> <p>PowerPoint</p> <p>Classroom Reading</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Video Clips</p> <p>Small Group Work</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p>	
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<p><b><i>The Scarlet Letter</i></b> <b>Nathaniel Hawthorne</b></p>	<p>CC. 1.3.11-12.A, B, C, D, E, F, G, H, I, K</p>	<ul style="list-style-type: none"> <li>• malice</li> <li>• melancholy</li> <li>• mien</li> <li>• momentous</li> <li>• obscure</li> <li>• ordeal</li> <li>• pacify</li> <li>• perceive</li> <li>• peremptory</li> <li>• pervade</li> <li>• pestilence</li> <li>• ponderous</li> <li>• precede</li> <li>• pristine</li> <li>• prolific</li> <li>• propagate</li> <li>• proximity</li> <li>• quell</li> <li>• query</li> <li>• recount</li> <li>• recur</li> <li>• relinquish</li> </ul>	<p><i>The Scarlet Letter</i> text</p> <p>Teacher Generated Assignments/Assessments</p> <p>PowerPoint</p> <p>Classroom Reading</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Video Clips</p> <p>Small Group Work</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p>	
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<p><b><i>The Scarlet Letter</i></b> <b>Nathaniel Hawthorne</b></p>	<p>CC. 1.3.11-12.A, B, C, D, E, F, G, H, I, K</p>	<ul style="list-style-type: none"> <li>• remorse</li> <li>• repress</li> <li>• resolve</li> <li>• restrain</li> <li>• retribution</li> <li>• reverberate</li> <li>• revile</li> <li>• rigid</li> <li>• scaffold</li> <li>• scourge</li> <li>• scrupulous</li> <li>• sluggish</li> <li>• spectral</li> <li>• subside</li> <li>• sully</li> <li>• symbol</li> <li>• taint</li> <li>• temperament</li> <li>• thrive</li> <li>• throng</li> <li>• tithe</li> <li>• transgression</li> <li>• traverse</li> </ul>	<p><i>The Scarlet Letter</i> text</p> <p>Teacher Generated Assignments/Assessments</p> <p>PowerPoint</p> <p>Classroom Reading</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Video Clips</p> <p>Small Group Work</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p>	
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<p><b><i>The Scarlet Letter</i></b> <b>Nathaniel Hawthorne</b></p>	<p>CC. 1.3.11-12.A, B, C, D, E, F, G, H, I, K</p>	<ul style="list-style-type: none"> <li>• tremulous</li> <li>• unison</li> <li>• unobtrusive</li> <li>• vacant</li> <li>• vagrant</li> <li>• vain</li> <li>• venerable</li> <li>• vindicate</li> <li>• visionary</li> <li>• waive</li> <li>• writhe</li> <li>• zeal</li> <li>• zenith</li> </ul>	<p><i>The Scarlet Letter</i> text</p> <p>Teacher Generated Assignments/Assessments</p> <p>PowerPoint</p> <p>Classroom Reading</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Video Clips</p> <p>Small Group Work</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p>	
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<p><b><i>Society and Solitude</i></b> <b>Ralph Waldo Emerson</b></p>	<p>CC.1.2.11-12.A,B, C, D, E, F, H</p>	<p><b>Allusion</b> <b>Analysis</b> <b>Author's purpose</b> <b>Character</b> <b>Compare/contrast</b> <b>Conflict</b> <b>Cultural significance</b> <b>Dialect</b> <b>Diction</b> <b>Draw conclusion</b> <b>Elements of Nonfiction</b> <b>Evaluate</b> <b>Genre</b> <b>Imagery</b> <b>Inference</b> <b>Key and Supporting Details</b> <b>Literary Movement (Transcendentalism)</b> <b>Main Idea</b> <b>Point of View</b> <b>Sentence Variety</b> <b>Style</b> <b>Tone</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• aversion</li> <li>• bastions</li> <li>• blithe</li> <li>• chaos</li> <li>• connate</li> <li>• divines</li> <li>• radiant</li> <li>• suffrage</li> <li>• tumultuous</li> </ul>	<p>Prentice Hall Literature: <i>The American Experience</i></p> <p>Text of selected essays</p> <p>Teacher Generated Assignments/Assessments</p> <p>PowerPoint</p> <p>Classroom Reading</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Multimedia</p> <p>Small Group Work</p> <p>Grammar in Context: Varying Sentence Length</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p> <p>Analytical Written Response: TDA on unit (3-5 paragraph min)</p> <p>Keystone Expository Rubric</p>	<p>5 days</p>
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<p><b>From <i>Walden</i></b> <b>Henry David Thoreau</b></p>	<p>CC.1.2.11-12.A,B, C, D, E, F, H</p>	<p><b>Allusion</b> <b>Analysis</b> <b>Author's purpose</b> <b>Character</b> <b>Compare/contrast</b> <b>Conflict</b> <b>Cultural significance</b> <b>Dialect</b> <b>Diction</b> <b>Draw conclusion</b> <b>Elements of Nonfiction</b> <b>Evaluate</b> <b>Genre</b> <b>Imagery</b> <b>Inference</b> <b>Key and Supporting Details</b> <b>Literary Movement (Transcendentalism)</b> <b>Main Idea</b> <b>Point of View</b> <b>Sentence Variety</b> <b>Style</b> <b>Tone</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• dilapidated</li> <li>• sublime</li> <li>• superfluous</li> <li>• evitable</li> <li>• magnanimity</li> </ul>	<p>Prentice Hall Literature: <i>The American Experience</i></p> <p>Text of selected essays</p> <p>Teacher Generated Assignments/Assessments</p> <p>PowerPoint</p> <p>Classroom Reading</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Multimedia</p> <p>Small Group Work</p> <p>Grammar in Context: Infinitives and Infinitive Phrases</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p> <p>Analytical Written Response: TDA on unit (3-5 paragraph min)</p> <p>Keystone Expository Rubric</p>	<p>5 days</p>
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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p><b>Quarter 3</b> <b>Emily Dickinson Poetry</b></p> <p>“Because I Could Not Stop for Death”            “There’s a Certain Slant of Light”            “There is a Solitude of Space”            “I heard a Fly buzz-when I died”            “My life closed twice before its close”            “The Soul selects her own Society”            “The Brain-is wider than the sky-“            “Water, is taught by thirst”</p>	<p>CC.1.3.11-12. A,B, C, D, E, F, G, H, I, J, K</p>	<p><b>Analyzing Images</b>  <b>Comparing Literary Works</b>  <b>Exact Rhyme</b>  <b>Imagery</b>  <b>Paraphrase</b>  <b>Slant Rhyme</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• cornice</li> <li>• finite</li> <li>• infinity</li> <li>• oppresses</li> <li>• pang</li> <li>• surmised</li> <li>• throe</li> </ul>	<p>Prentice Hall Literature: <i>The American Experience</i></p> <p>Teacher Generated Assignments/Assessments</p> <p>PowerPoint</p> <p>Classroom Reading</p> <p>Guided Reading</p> <p>Class Discussion</p> <p>Multimedia</p> <p>Small Group Work Grammar in Context: Gerunds</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p> <p>Analytical Written Response: TDA on unit (3-5 paragraph min)</p> <p>Keystone Expository Rubric</p>	<p>7 days</p>

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<p><b>From “Song of Myself” Walt Whitman</b></p>	<p>CC.1.3.11-12. A,B, C, D, E, F, G, H, I, J, K</p>	<p><b>Diction</b> <b>Free Verse</b> <b>Infer a Poet’s Attitude</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• abeyance</li> <li>• effuse</li> </ul>	<p>Prentice Hall Literature: <i>The American Experience</i></p> <p>Teacher Generated Assignments/Assessments</p> <p>PowerPoint Classroom Reading Guided Reading Class Discussion Multimedia Small Group Work</p> <p>Grammar in Context: Pronoun/Antecedent Agreement</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p>	<p>2 days</p>
<p><b>Research Paper Modern Language Association (MLA) Format</b></p>	<p>CC.1.4.11-12. A, B, C, D, E, F, G, H, I, J, K, L, N, Q, R, S, T, U, V, W, X</p>	<p><b>Computer Databases</b> <b>Editing</b> <b>Focus</b> <b>Internet Research</b> <b>Mechanics-grammar</b> <b>MLA Format</b> <b>Organization</b> <b>Outlining</b> <b>Paraphrasing</b> <b>Revising</b> <b>Style</b> <b>Summarizing</b> <b>Thesis</b> <b>Tone</b></p>	<p>Teacher Generated Assignments/Assessments</p> <p>PowerPoint Classroom Reading Class Discussion Small Group Work</p> <p>Study Skills: Paraphrasing, Summarizing, and Outlining</p> <p>Writing Process</p> <p>Research Paper: (3-5 pages plus works cited page)</p>	<p>Computers</p> <p>Core Aligned Assessments</p> <p>Keystone Expository Rubric</p>	<p>15 days</p>

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<p><b><u>A Nation Divided</u></b></p> <p><b>“An Occurrence at Owl Creek Bridge” Ambrose Bierce</b></p>	<p>CC. 1.3.11-12. B, C, D, E, F, G, H, I, J, K</p>	<p><b>Chronological Order</b>  <b>Elements of Fiction</b>  <b>Imagery</b>  <b>Point of View-objective</b>  <b>Stream-of-Consciousness</b>  <b>Tone</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• appraised</li> <li>• deference</li> <li>• dictum</li> <li>• effaced</li> <li>• etiquette</li> <li>• imperious</li> <li>• ineffable</li> <li>• malign</li> <li>• oscillation</li> <li>• summarily</li> </ul>	<p>Prentice Hall Literature: <i>The American Experience</i></p> <p>Teacher Generated Assignments/Assessments</p> <p>PowerPoint</p> <p>Classroom Reading</p> <p>Guiding Reading</p> <p>Class Discussion</p> <p>Multimedia</p> <p>Video Clips</p> <p>Small Group Work</p> <p>Grammar in Context: Compound Sentences Semi-colons Linking Independent Clauses</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p>	<p>4 days</p>
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<p><b><u>Forging New Frontiers</u></b></p> <p><b>From <i>Life on the Mississippi</i></b> <b>Mark Twain</b></p> <p><b>“The Notorious Jumping Frog”</b> <b>Mark Twain</b></p>	<p>CC. 1.3.11-12. B, C, D, E, F, G, H, I, J, K</p> <p>CC.1.5.11-12. E, G</p>	<p><b>Articulation</b></p> <p><b>Autobiography</b></p> <p><b>Effective Speaking Techniques</b></p> <p><b>Elements of Fiction</b></p> <p><b>Elements of Non Fiction</b></p> <p><b>Exaggeration</b></p> <p><b>Eye Contact</b></p> <p><b>Fluency</b></p> <p><b>Humor</b></p> <p><b>Organization of Ideas</b></p> <p><b>Point of View</b></p> <p><b>Pronunciation</b></p> <p><b>Regional Dialect</b></p> <p><b>Voice Projection</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• conjectured</li> <li>• eminence</li> <li>• garrulous</li> <li>• interminable</li> <li>• monotonous</li> <li>• ornery</li> <li>• prodigious</li> <li>• transient</li> </ul>	<p>Prentice Hall Literature: <i>The American Experience</i></p> <p>Teacher Generated Assignments/Assessments</p> <p>PowerPoint</p> <p>Classroom Reading</p> <p>Guiding Reading</p> <p>Class Discussion</p> <p>Multimedia</p> <p>Video Clips</p> <p>Small Group Work</p> <p>Grammar in Context: Double Negatives Writing: Narrative</p> <p>Write about an autobiographical, humorous experience (5 paragraphs)</p> <p>Narrative Speech (5 minutes)- talk about autobiographical, humorous experience</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p> <p>Analytical Written Response: TDA on unit (5 paragraph min)</p> <p>Keystone Expository Rubric</p>	<p>15 days</p>
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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<b>Quarter 4</b> <b><i>The Great Gatsby</i></b>	CC. 1.3.11-12.A, B, C, D, E, F, H, I, K	<b>Allusion</b> <b>Analysis</b> <b>Characterization</b> <b>Conflict</b> <b>Elements of Fiction</b> <b>Flashback</b> <b>Imagery</b> <b>Motif</b> <b>Point of View</b> <b>Style</b> <b>Symbolism</b> <b>Theme</b>  Vocabulary: Chapter 1 <ul style="list-style-type: none"> <li>• acute</li> <li>• confer</li> <li>• cynical</li> <li>• effeminate</li> <li>• feign</li> <li>• fervent</li> </ul>	Novel - <i>The Great Gatsby</i>  Teacher Generated Assignments/Assessments  PowerPoint  Classroom Reading  Guided Reading  Class Discussion  Multimedia  Small Group Work	Teacher prepared tests, quizzes, etc.  Core Aligned Assessments  Analytical Writing (3-4 pages MLA)  Keystone Expository Rubric	15 days

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		<ul style="list-style-type: none"><li>• incredulously</li><li>• infinitesimal</li><li>• languid</li><li>• levity</li><li>• pungent</li><li>• reproach</li><li>• reserved</li><li>• supercilious</li><li>• wistful</li></ul> <p>Chapter 2</p> <ul style="list-style-type: none"><li>• anemic</li><li>• discreet</li><li>• grotesque</li><li>• haughty</li><li>• immoderately</li><li>• impenetrable</li><li>• innumerable</li><li>• indeterminate</li><li>• perceptible</li><li>• rakish</li><li>• solemn</li><li>• vitality</li></ul> <p>Chapter 3</p> <ul style="list-style-type: none"><li>• corpulent</li><li>• florid</li><li>• implore</li><li>• indignant</li><li>• innuendo</li></ul>			
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		<ul style="list-style-type: none"><li>• insolent</li><li>• malevolence</li><li>• permeate</li></ul> <p>Chapter 4</p> <ul style="list-style-type: none"><li>• bootlegger</li><li>• disconcerting</li><li>• evasion</li><li>• juxtaposition</li><li>• punctilious</li><li>• sinister</li><li>• sporadic</li></ul> <p>Chapter 5</p> <ul style="list-style-type: none"><li>• defunct</li><li>• ecstatic</li><li>• elongating</li><li>• exultation</li><li>• harrowed</li><li>• nebulous</li><li>• obliged</li><li>• obstinate</li><li>• scrutinize</li><li>• vestige</li></ul> <p>Chapter 6</p> <ul style="list-style-type: none"><li>• dilatory</li><li>• euphemism</li><li>• ineffable</li><li>• ingratiate</li><li>• insidious</li><li>• laudable</li></ul>			
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		<ul style="list-style-type: none"><li>• menagerie</li><li>• perturbed</li><li>• transpire</li></ul> <p>Chapter 7</p> <ul style="list-style-type: none"><li>• affront</li><li>• boisterously</li><li>• croon</li><li>• expostulation</li><li>• inquest</li><li>• intermittent</li><li>• laden</li><li>• luminosity</li><li>• magnanimous</li><li>• portentous</li><li>• presumptuous</li><li>• refuse</li><li>• truculent</li><li>• tumultuous</li><li>• vicarious</li></ul> <p>Chapter 8</p> <ul style="list-style-type: none"><li>• benediction</li><li>• fortuitous</li><li>• garrulous</li></ul>			
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		<ul style="list-style-type: none"><li>• holocaust</li><li>• indiscernible</li><li>• pneumatic</li><li>• ravenous</li><li>• tactful</li><li>• unscrupulous</li></ul> <p>Chapter 9</p> <ul style="list-style-type: none"><li>• adventitious</li><li>• aesthetic</li><li>• deranged</li><li>• elude</li><li>• pander</li><li>• surmise</li><li>• sullen</li><li>• superfluous</li></ul>			
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<p><b><u>Disillusion, Defiance, and Discontent</u></b></p> <p><b>“The Love Song of J. Alfred Prufrock”</b> <b>T.S. Elliot</b></p>	<p>CC.1.3.11-12. A,B, C, D, E, F, G, H, I, J, K</p>	<p><b>Active Listening</b> <b>Allusions</b> <b>Dramatic Monologue</b> <b>Imagery</b> <b>Poetic Devices</b> <b>Style</b> <b>Tone</b></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• digress</li> <li>• insidious</li> <li>• malingers</li> <li>• meticulous</li> <li>• obtuse</li> </ul>	<p>Prentice Hall Literature: <i>The American Experience</i></p> <p>Teacher Generated Assignments/Assessments</p> <p>PowerPoint</p> <p>Classroom Reading Guided Reading Class Discussion Multimedia</p> <p>Small Group Work Grammar in Context: Adjectival Modifiers</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p> <p>Analytical Written Response</p> <p>Keystone Expository Rubric</p>	<p>2 days</p>
<p><b>“Grass”</b> <b>Carl Sandburg</b></p> <p><b>“Chicago”</b> <b>Carl Sandburg</b></p>	<p>CC.1.3.11-12. A,B, C, D, E, F, G, H, I, J, K</p>	<p><b>Apostrophe</b> <b>Drawing Conclusions</b> <b>Personification</b> <b>Poetic Devices</b> <b>Responding to Poetry</b></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• brutal</li> <li>• cunning</li> <li>• wanton</li> </ul>	<p>Grammar in Context: Sentence Types: Declarative, Interrogative, Imperative, Exclamatory</p>		<p>2 days</p>

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<p><b>“Stopping by the Woods on a Snowy Evening”</b> <b>Robert Frost</b></p> <p><b>“Mending Wall”</b> <b>Robert Frost</b></p>	<p>CC.1.3.11-12. A,B, C, D, E, F, G, H, I, J, K</p>	<p><b>Blank Verse</b> <b>Pastorals</b> <b>Poetic Devices</b> <b>Poetry Analysis</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• downy</li> <li>• harness</li> <li>• mending</li> <li>• mischief</li> <li>• offense</li> </ul>	<p>Prentice Hall Literature: <i>The American Experience</i></p> <p>Teacher Generated Assignments/Assessments</p> <p>PowerPoint Classroom Reading Guided Reading Class Discussion Multimedia</p> <p>Small Group Work Grammar in Context: Infinitives/Infinitive Phrases</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p> <p>Poetry Analysis (2-3 pages)</p> <p>Keystone Expository Rubric</p>	<p>3 days</p>
<p><b>“The Negro Speaks of Rivers”</b> <b>Langston Hughes</b></p> <p><b>“Refugee in America”</b> <b>Langston Hughes</b></p> <p><b>“The Tropics in New York”</b> <b>Claude McKay</b></p>	<p>CC.1.3.11-12. A,B, C, D, E, F, G, H, I, J, K</p>	<p><b>Comparing Literary Works</b> <b>Drawing Inferences about the Speaker</b> <b>Poetic Devices</b> <b>Speaker</b> <b>Tone</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• dusky</li> <li>• liberty</li> <li>• lulled</li> </ul>	<p>Grammar in Context: Past and Present Perfect Tense</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p>	<p>3 days</p>

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<p><b>Research Paper American Psychological Association (APA) Format</b></p>	<p>CC.1.4.11- 12. A, B, C, D, E, F, G, H, I, J, K, L, N, Q, R, S, T, U, V, W, X</p>	<p><b>APA Format</b> <b>Editing</b> <b>Focus</b> <b>Mechanics-grammar</b> <b>Organization</b> <b>Outlining</b> <b>Paraphrasing</b> <b>Revising</b> <b>Style</b> <b>Summarizing</b> <b>Thesis</b> <b>Tone</b></p>	<p>Non Fiction Article of Teacher’s Choice</p> <p>Teacher Generated Assignments/ Assessments</p> <p>PowerPoint</p> <p>Classroom Reading</p> <p>Class Discussion</p> <p>Small Group Work</p> <p>Study Skills: Paraphrasing, Summarizing, and Outlining</p> <p>Writing Process Research Paper: (3-5 pages plus reference page)</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments (3-5 pages)</p>	<p>7 days</p>
<p><b>Final Exam Review</b></p>			<ul style="list-style-type: none"> <li>• Teacher Generated Review Packets</li> </ul>		<p>13 days</p>