
Honors English I

Curriculum Guide

Scranton School District

Scranton, PA



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Honors English I

Prerequisites:

- Successful completion of eighth grade English
- Be in compliance with the [SSD Honors and AP Criteria Policy](#)

This course is similar to English I but content analysis is more rigorous. Students enter this course with a strong foundation in grammar and reading. Grammar is emphasized within students' original writings. Expository writing is emphasized as well as independent understanding of literature. Traditional nonfiction and fiction readings are studied for analysis of authors' purpose, writing style, and plot elements. Vocabulary is integrated through the curriculum.

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Year-at-a-glance

Subject: Honors English I	Grade Level: 9	Date Completed: 12/16/2016
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1st Quarter

Topic	Resources	Standards
Short Story Unit	Adventures in Reading	CC.1.2.9-10.A-J CC.1.3.9-10.A-C CC.1.3.9-10.E-F CC.1.3.9-10.J, K CC.1.4.9-10.A-B; E-F, H CC.1.4.9-10.M CC.1.4.9-10.T
Grammar		CC.1.4.9-10.F, L, R
Vocabulary	Adventures in Reading	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	Adventures in Reading Grammar Workbook Supplemental Grammar Materials Teacher Handouts	CC.1.4.9-10.A-F, H, J-R CC.1.4.9-10.T CC.1.4.9-10.X

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2nd Quarter

Topic	Resources	Standards
Personal Narrative (MLA)	MLA Handbook (online) Purdue Owl (online) Library	CC.1.4.9-10.A, B, D-F, CC.1.4.9-10.H, J-T CC.1.4.9-10. X
Introduction to Poetry	Adventures in Reading	CC.1.2.9-10.A-H; J CC.1.3.9-10.A-C; F, CC.1.3.9-10. J- K CC.1.3.9-10.M,T,U,V,W
The Odyssey	Adventures in Reading	CC.1.2.9-10.A-J CC.1.3.9-10.A-C CC.1.3.9-10.F,J,K CC.1.4.9-10.A-B CC.1.4.9-10.E-F CC.1.4.9-10.M,T-W

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3rd Quarter

Topic	Resources	Standards
Introduction to Shakespeare	Adventures in Reading Online Sources	CC.1.2.9-10.A-J CC.1.4.9-10.A, B CC.1.4.9-10.E-F CC.1.4.9-10.M,T-W
<i>Romeo and Juliet</i>	Adventures in Reading	CC.1.2.9-10.A-H CC.1.2.9-10,J CC.1.3.9-10.A-C CC.1.3.9-10.F,J,K CC.1.4.9-10.A-B CC.1.4.9-10.E-F CC.1.4.9-10.M,T-W

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4th Quarter

Topic	Resources	Standards
Novel Unit: <i>To Kill a Mockingbird</i>	Adventures in Reading Online Sources	CC.1.2.9-10.A-H CC.1.2.9-10,J CC.1.3.9-10.A-C CC.1.3.9-10.F,J,K CC.1.4.9-10.A-B CC.1.4.9-10.E-F
<i>Great Expectations</i> and/or <i>Lord of the Flies</i> (alternate novels)	Adventures in Reading Online Sources	CC.1.2.9-10.A-H CC.1.2.9-10,J CC.1.3.9-10.A-C CC.1.3.9-10.F,J,K CC.1.4.9-10.A-B CC.1.4.9-10.E-F
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.1.3.9-10.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 nonfiction) Classroom discussion Video/Audio clips Technology resources Small group work Teacher model Analytical writing (TDA or 5 paragraph essay)	Common Core aligned assessments Analytical writing (TDA or 5 paragraph essay) Keystone Expository Rubric Student-generated assessments (essays, PowerPoint, creative projects, journals, etc.) Formative assessments Summative assessments	6 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	Noun Verbs Pronoun Adjective Adverb Prepositions Conjunction Interjections	Approved textbook Classroom reading (supplemental fiction and/or nonfiction) Classroom discussion Video/Audio clips Technology resources Small group work Teacher model	Teacher prepared tests, quizzes, etc. Common Core aligned assessments Analytical writing (grammar assessed in 5 paragraph essay) Student- generated assessments	3 Days
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<p>Most Dangerous Game</p>	<p>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 nonfiction) Classroom discussion Video/Audio clips Technology resources Small group work Teacher model Analytical writing (TDA or 5 paragraph essay)</p>	<p>Common Core aligned assessments Analytical writing: TDA or essay format. Keystone Expository Rubric/Keystone Literature Response Rubric Student-generated assessments (essays, PowerPoint, creative projects, journals, etc.) Formative assessments Summative assessments</p>	<p>8 Days</p>
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<p>Subject – Verb Agreement</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</p> <p>Classroom reading (supplemental fiction and/or nonfiction)</p> <p>Classroom discussion</p> <p>Video/Audio clips</p> <p>Technology resources</p> <p>Small group work</p> <p>Teacher model</p>	<p>Common Core aligned assessments</p> <p>Analytical writing: (grammar assessed writing)</p> <p>Student- generated assessments (essays, PowerPoint, creative projects, journals, etc.)</p> <p>Formative assessments</p> <p>Summative assessments</p>	<p>3 Days</p>
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<p>Cask of Amontillado</p>	<p>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</p>	<p>Approved textbook Classroom reading (supplemental fiction and/or nonfiction) Classroom discussion Video/Audio clips Technology resources Small group work Teacher model Analytical writing (TDA or 5 paragraph essay)</p>	<p>Common Core aligned assessments Analytical writing response: Short answer or TDA Keystone Literature Response Rubric Student-generated assessments (essays, PowerPoint, creative projects, journals, etc.) Formative assessments Summative assessments</p>	<p>5 Days</p>
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<p>Pronoun Antecedent Agreement</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 nonfiction)</p> <p>Classroom discussion</p> <p>Video/Audio clips</p> <p>Technology resources</p> <p>Small group work</p> <p>Teacher model</p>	<p>Common Core aligned assessments</p> <p>Analytical writing (grammar assessed ongoing in written response)</p> <p>Collin’s Method</p> <p>Student-generated assessments (essays, PowerPoint, creative projects, journals, etc.)</p> <p>Formative assessments</p> <p>Summative assessments</p>	<p>3 Days</p>
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<p>Gift of the Magi</p>	<p>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 nonfiction)</p> <p>Classroom discussion</p> <p>Video/Audio clips</p> <p>Technology resources</p> <p>Small group work</p> <p>Teacher model</p> <p>Analytical writing (TDA or 5 paragraph essay)</p>	<p>Series available assessments online.</p> <p>Student Generated assessments</p> <p>(Essay, power point, creative project, journal)</p> <p>Formative assessments</p> <p>Summative assessments</p>	<p>5 Days</p>
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<p>Sentence Variety</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 Phrase Independent clause Subordinate clause</p>	<p>Approved textbook</p> <p>Classroom reading (supplemental fiction and/or nonfiction)</p> <p>Classroom discussion</p> <p>Video/Audio clips</p> <p>Technology resources</p> <p>Small group work</p> <p>Teacher model</p>	<p>Common Core aligned assessments</p> <p>Analytical writing (grammar is assessed in writing)</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>4 Days</p>
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<p>The Scarlet Ibis</p>	<p>CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C 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) Characterization (Direct and Indirect) Conflict Theme Cause and Effect Irony Mood Tone Narrator Sensory details Motivation Prediction Draw conclusions Allusion Figurative Language Vocabulary from text: ● careen ● doggedness ● exotic ● heresy ● imminent ● infallibility ● invalid ● iridescent ● precariously ● reiterate</p>	<p>Approved textbook Classroom reading (supplemental fiction and/or nonfiction) Classroom discussion Video/Audio clips Technology resources Small group work</p>	<p>Common Core aligned assessments Analytical writing (2 page essay on unit) Keystone Expository Rubric Student-generated assessments (essays, PowerPoint, creative projects, journals, etc.) Formative assessments Summative assessments</p>	<p>8 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"> • Writing workshop (p. 131) Class discussion Technology resources Guided reading Teacher model Small group work <ul style="list-style-type: none"> • Pre-writing • Drafting • Revising • Editing/Proofreading • Reflecting 	Student Writing Prompt (2 page minimum) Keystone Rubric Teacher-Made Writing Rubric	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"> • “Annabel Lee” (p. 198) • “The Raven” • “Ozymandias” <p style="padding-left: 40px;">“The Wreck of the Hesperus” (p. 125)</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>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Common Core aligned assessments</p> <p>(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)</p> <ul style="list-style-type: none"> • Author Biography: Homer (p. 967) <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>Analytical writing (TDA or 5 paragraph essay)</p>	<p>Common Core aligned assessments</p> <p>Analytical Writing: TDA</p> <p>Keystone Literature Response Rubric</p> <p>Analytical Writing (2 page essay with citations)</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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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Quarter 3 Introduction to Shakespeare	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	Elizabethan Theatre Blank Verse Foil Characters Tragedy Tragic Hero Comic Relief Allusion Soliloquy Aside Iambic Pentameter Couplet	Classroom reading (Supplemental fiction and/or non-fiction) <ul style="list-style-type: none"> • “Shakespeare’s World” (p. 983) Class discussion Technology resources Guided reading Video / audio clips Teacher model Small group work	Common Core aligned assessments (PowerPoint, creative projects, journals, etc.) Formative assessments Summative assessments	5 Days

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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</p> <ul style="list-style-type: none"> • “The Tragedy of Romeo & Juliet” (p. 989) • “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</p> <ul style="list-style-type: none"> • Films: “Romeo & Juliet” (1968 and 1996) <p>Teacher model</p> <p>Small group work</p> <p>Analytical writing (TDA or 5 paragraph essay)</p>	<p>Common Core aligned assessments</p> <p>Analytical writing: TDA</p> <p>Keystone Literature Response Rubric</p> <p>Analytical Writing (2-3 page essay with proper citations)</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"> • “To Kill a Mockingbird” by Harper Lee (Novel) • Harper Lee Biography (outside source) • 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"> • Film: “To Kill a Mockingbird” (1962) • Clips: “Scottsboro: An American Tragedy” (2000) – Found via PBS or YouTube Teacher model Small group work	Common Core aligned Assessments Analytical writing (2-3 pages MLA documented paper) 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/irrelevant <p>(Continued on next page)</p>			
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<p>Novel: To Kill a Mockingbird (Continued)</p>		<ul style="list-style-type: none"> ● Specialized Vocabulary (Tier II & Tier III): ○ ambidextrous ○ azaleas ○ baton ○ beadle ○ beholden ○ camellia ○ chicken wire ○ chiffarobe ○ collar ○ crawl ○ 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 			
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<p>Great Expectations by Charles Dickens</p> <p>(alternate novel or if time permitted)</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 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</p>	<p>Plot Elements Characterization- direct/indirect Dynamic/static Stereotyping Classism Theme Foreshadowing Allusion Satire Writing style Victorian Literature Vocabulary in text: See Attached</p>	<p><i>Great Expectations</i> by Charles Dickens Available in the old text book or in handout</p> <p>Victorian Web</p> <p>Handouts on Victorian</p> <p>Characteristics of Literature</p> <p>Victorian scavenger hunt online research</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>Common Core aligned assessments</p> <p>Analytical writing (2-3pages MLA documented paper)</p> <p>Student-generated assessments (essays, PowerPoint, creative projects, journals, etc.)</p> <p>Formative assessments</p> <p>Summative assessments</p>	
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Curriculum Guide**

<p>Lord of the Flies by William Golding</p> <p>(alternate novel or if time permitted)</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 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</p>	<p>Plot Elements Characterization WWII Dystopian Governments Political satire Survival of the fittest Allusion Symbolism Theme Imagery</p> <p>Vocabulary in context: See attached</p>	<p><i>Lord of the Flies</i> by William Golding</p> <p>Explanation of dystopian society http://www.storyboardthat.com/articles/e/dystopian-elements</p> <p>Handouts on WWII- web search</p> <p>Characteristics of Literature</p> <p>Class discussion</p> <p>Technology resources</p> <p>Guided reading</p> <p>Video / audio clips</p> <p>Teacher model Small group work</p>		
<p>Final Review and Exam</p>					<p>10 days</p>