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# Honors English III

Curriculum Guide

Scranton School District

Scranton, PA



**Scranton School District  
Curriculum Guide**

**Honors English III**

**Prerequisites:**

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

Through a study of various genres, accelerated students will examine the development of American Literature from Puritanism to the contemporary era, including Romanticism, Transcendentalism, Realism, and Modernism. Students are expected to read analytically and independently. Writing practice focuses primarily on critical analysis of literary texts and poetry while the research paper brings together library and research skills in a fully documented and fully developed paper. Students will have experiences with both MLA and APA forms of citation in preparation for post-secondary education. Vocabulary and conventions of language receive continued emphasis throughout the year. Honors students are also expected to participate in class discussions daily, maintain a strong work ethic, and complete all assignments.

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Year-at-a-glance

<b>Subject: Honors 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>  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> <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 Red Badge of Courage</i></p>	<p><i>The Red Badge of Courage</i> text</p> <p>Teacher Generated Assignments and Assessments  Class Discussion  Video Clips  Small Group Work</p>	<p>CC. 1.3.11-12.A, B, C, D, E, F, G, H, I, K</p>

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

Topic	Resources	Standards
<p><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></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.1.2.11-12 A,B, C, D, E, F, G,                      H, I, J, K, L</p> <p>CC.1.3.11-12 A, B, C, D, E, F, G,                      H, I, J, K</p> <p>CC1.4.11-12 A-L, U, V, W</p>
<p><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></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.1.2.11-12 A,B, C, D, E, F, G,                      H, I, J, K, L</p> <p>CC.1.3.11-12 A, B, C, D, E, F, G,                      H, I, J, K</p>

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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"  From Life on the Mississippi"  "The Notorious Jumping Frog"    Ethan Frome	Prentice Hall Literature: <i>The American Experience</i>  Supplemental Prentice Hall Resources Teacher Generated Assignments/Assessments PowerPoint  <i>Ethan Frome</i> text Teacher Generated Assignments and Assessments Class Discussion Video Clips Small Group Work	CC.1.3.11-12. B, C, D, E, F, G, H, I, J, K       CC.1.5. CC. 1.3.11-12.A, B, C, D, E, F, G, H, I, K 11-12. E, G

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

Topic	Resources	Standards
<i>The Great Gatsby</i>  <i>Our Town</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	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>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 Short response: 1-3 paragraphs with support</p> <p>Core Aligned Assessments</p> <p>Keystone Rubric</p>	<p>5 days</p>

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<p><b>Anne Bradstreet Poems</b></p> <p><b>“To My Dear and Loving Husband”</b></p> <p><b>“The Author to Her Books”</b></p> <p><b>“Upon the Burning of our House”</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></p> <p><b>Author’s Purpose</b></p> <p><b>Context Clues</b></p> <p><b>Diction</b></p> <p><b>Draw Conclusion</b></p> <p><b>Figurative Language</b></p> <p><b>Focus</b></p> <p><b>Hyperbole</b></p> <p><b>Imagery</b></p> <p><b>Implicit/Explicit</b></p> <p><b>Inference</b></p> <p><b>Interpret</b></p> <p><b>Literary Device</b></p> <p><b>Literary Form</b></p> <p><b>Metaphor</b></p> <p><b>Paradox</b></p> <p><b>Paraphrasing</b></p> <p><b>Plain Style</b></p> <p><b>Sound Devices</b></p> <p><b>Text Structure</b></p> <p><b>Theme</b></p> <p><b>Tone</b></p> <p><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 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: Direct Address</p> <p>Writing: Paraphrasing Activity (one paragraph)</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Analytical Writing Assessment: TDA on interpretation/Era (3 -5 paragraphs)</p> <p>Keystone Rubric Core Aligned Assessment</p>	<p>6 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 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:</p> <ul style="list-style-type: none"> <li>• Commas after Introductory Words</li> <li>• Subject/Verb Agreement</li> <li>• Inverted Sentences</li> <li>• Commonly Confused Words</li> </ul> <p>Writing Options:  Narrative Writing:  Students will write a story about a time they made a mistake and how they resolved it.</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Writing Assessment : Short Answer and TDA</p> <p>Keystone Literature Response Rubric</p> <p>Analytical Essay (3 page min)</p> <p>Keystone Expository Rubric</p> <p>Core Aligned Assessments</p>	<p>20 days</p>
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<p><b><i>The Crucible</i></b></p>		<p><b>Vocabulary:</b></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><b>Character Analysis:</b> Write a character sketch in which you evaluate the strengths and weaknesses of a character from <i>The Crucible</i>.</p> <p><b>Persuasive Writing:</b> Defend the actions of an accused character in <i>The Crucible</i>. (1-2 pages using textbook as source)</p>		
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<i>The Crucible</i>		<b>Vocabulary Continued:</b> <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>• relieve</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>Series available assessments online.</p> <p>Writing Assessment : TDA (3-5 paragraphs with evidence)</p> <p>Keystone Literature Response Rubric</p>	<p>3 days</p>
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<p><b><i>The Red Badge of Courage</i></b> <b>Stephen Crane</b></p>	<p>CC. 1.3.11-12.A, B, C, D, E, F, G, H, I, K</p>	<p><b>Analysis</b> <b>Characterization</b> <b>Conflict</b> <b>Context Clues</b> <b>Dialect</b> <b>Flashback</b> <b>Genre</b> <b>Imagery</b> <b>Irony</b> <b>Motif</b> <b>Naturalism</b> <b>Point of View</b> <b>Realism</b> <b>Setting</b> <b>Style</b> <b>Symbol</b> <b>Theme</b> <b>Tone</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• abject</li> <li>• assent</li> <li>• bellow</li> <li>• billowing</li> <li>• blanch</li> <li>• blithe</li> <li>• commence</li> <li>• countenance</li> </ul>	<p>The Red Badge of Courage text</p> <p>Teacher Generated Assignments and Assessments</p> <p>Class Discussion</p> <p>Video Clips</p> <p>Small Group Work</p> <p>Writing Assignment Choices (2-3 Pages):</p> <ul style="list-style-type: none"> <li>• Discuss whether or not the main character has achieved psychological maturation by the end of the story.</li> <li>• Analyze the novel’s theme that nature is indifferent to human life.</li> <li>• Write to persuade a reader that Crane is one of the following: an impressionist, a symbolist, a naturalist.</li> </ul>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Writing Assessment: Short Response (5 paragraph)</p> <p>Keystone Literature Response</p> <p>Rubric/Keystone Expository Rubric</p> <p>Core Aligned Assessments</p>	<p>11 days</p>
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		<ul style="list-style-type: none"><li>• denote</li><li>• denounce</li><li>• dexterous</li><li>• dilapidated</li><li>• discern</li><li>• disclose</li><li>• doleful</li><li>• envelop</li><li>• exasperated</li><li>• exert</li><li>• extricate</li><li>• exultant</li><li>• forlorn</li><li>• formidable</li><li>• glower</li><li>• grotesque</li><li>• harangue</li><li>• impending</li><li>• incessant</li><li>• indignation</li><li>• interminable</li><li>• lucid</li><li>• lull</li><li>• maniacal</li><li>• monotonous</li><li>• nonchalant</li><li>• obdurate</li></ul>			
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		<ul style="list-style-type: none"><li>• ominous</li><li>• pallor</li><li>• peremptory</li><li>• perfunctory</li><li>• proximity</li><li>• prospective</li><li>• querulous</li><li>• recur</li><li>• relinquish</li><li>• remonstrance</li><li>• respite</li><li>• retort</li><li>• siege</li><li>• smite</li><li>• transfixed</li><li>• trifle</li><li>• tumult</li><li>• vindictive</li><li>• undaunted</li><li>• upheaval</li><li>• vexation</li><li>• waning</li><li>• zeal</li></ul>			
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<b>General Topic</b>	<b>Academic Standard(s)</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time</b>
<b>Quarter 2</b> <b><u>A Nation is Born</u></b> <b>(1750-1800)</b>  <b>Introductory Information –</b> <b>Nonfiction Reading</b>	C.C.1.2.11-12.A,B, D, G, I, J, K, L	<b>Analysis</b> <b>Headings/Graphics/Charts</b> <b>Inference</b> <b>Interpretation</b> <b>Main Idea</b>	Prentice Hall Literature: <i>The American Experience</i>  Interpretation of Timeline/Chart	Teacher prepared tests, quizzes, etc.  Core Aligned Assessments	1 day
<b>from <i>The Autobiography</i></b> <b>Benjamin Franklin</b>	C.C.1.3.11-12, A,B,D, G, I, J, K  C.C.1.4.11-12. A, B, C, D, E, F, H, I, U,V,W	<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>	Prentice Hall Literature: <i>The American Experience</i>  Supplemental Prentice Hall Resources  Teacher Generated Assignments/Assessments  Classroom Reading  PowerPoint  Guided Reading  Class Discussion Video Clips  Small Group Work  Grammar in Context: Pronoun Case	Teacher prepared tests, quizzes, etc.  Core Aligned Assessments  Summary: Written Response	5 days



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		<p><b>Vocabulary:</b></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><b>Research and Technology:</b> 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>Unit Writing Assignment (2-3 page essay compare/contrast or analytical essay)</p> <p>Keystone Expository Rubric</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><b>1 day</b></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 Author’s Purpose Cultural Significance Diction Draw Conclusion Elements of Nonfiction Inference Interpret Key/Supporting Details Main Idea Nonfiction Opinion Point of View Style Summarize Symbolism Tone 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>Writing Assessments: Short Response</p> <p>Keystone Expository Rubric</p>	<p><b>3 days</b></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>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p> <p>Writing Assessment: TDA or Essay (tone, audience, rhetorical devices)</p> <p>MLA</p> <p>Keystone Exposition Rubric</p>	<p><b>3 days</b></p>
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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.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>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p>	<p><b>1 day</b></p>
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<p><b>“The Devil and Tom Walker”</b> Washington Irving</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>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p> <p>Writing Assignments: TDA or short response with support )</p>	<p><b>2 days</b></p>
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<p><b>“The Fall of the House of Usher”</b> <b>Edgar Allan Poe</b></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 (2-3 pages)</p> <p>Keystone Expository Rubric</p>	<p><b>5 days</b></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>	<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</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> <p>Writing Assessments: TDA and Short Response (3-5 paragraphs)</p> <p>Keystone Literature Response Rubric/Keystone Expository Rubric</p> <p>Persuasive Writing (2-3 pages with MLA citations)</p> <p>Keystone Persuasive Rubric</p>	<p><b>15 days</b></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> <p>Writing Assessments: TDA and Short Response (3-5 paragraphs)</p> <p>Keystone Literature Response Rubric/Keystone Expository Rubric</p> <p>Persuasive Writing (2-3 pages with MLA citations)</p> <p>Keystone Persuasive Rubric</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>• 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</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> <p>Writing Assessments: TDA and Short Response (3-5 paragraphs)</p> <p>Keystone Literature Response Rubric/Keystone Expository Rubric</p> <p>Persuasive Writing (2-3 pages with MLA citations)</p> <p>Keystone Persuasive Rubric</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> <p>Writing Assessments: TDA and Short Response (3-5 paragraphs)</p> <p>Keystone Literature Response Rubric/Keystone Expository Rubric</p> <p>Persuasive Writing (2-3 pages with MLA citations)</p> <p>Keystone Persuasive Rubric</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> <p>Writing Assessments: TDA and Short Response (3-5 paragraphs)</p> <p>Keystone Literature Response Rubric/Keystone Expository Rubric</p> <p>Persuasive Writing (2-3 pages with MLA citations)</p> <p>Keystone Persuasive Rubric</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> <p>Writing Assessments: TDA and Short Response (3-5 paragraphs)</p> <p>Keystone Literature Response Rubric/Keystone Expository Rubric</p> <p>Persuasive Writing (2-3 pages with MLA citations)</p> <p>Keystone Persuasive Rubric</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> <p>Keystone Rubrics</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>Writing Assessments: TDA or Essay</p> <p>Writing Assessment: Summary vs. Paraphrase (length varies)</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>Writing Assessments: TDA or Essay</p> <p>Writing Assessment: Summary vs. Paraphrase (length varies)</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></p> <p><b>Emily Dickinson Poetry</b></p> <p><b>“Because I Could Not Stop for Death”</b></p> <p><b>“There’s a Certain Slant of Light”</b></p> <p><b>“There is a Solitude of Space”</b></p> <p><b>“I heard a Fly buzz-when I died”</b></p> <p><b>“My life closed twice before its close”</b></p> <p><b>“The Soul selects her own Society”</b></p> <p><b>“The Brain-is wider than the sky-“</b></p> <p><b>“Water, is taught by thirst”</b></p>	<p>CC.1.3.11-12. A,B, C, D, E, F, G, H, I, J, K</p>	<p><b>Analyzing Images</b></p> <p><b>Comparing Literary Works</b></p> <p><b>Exact Rhyme</b></p> <p><b>Imagery</b></p> <p><b>Paraphrase</b></p> <p><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</p> <p>Grammar in Context: Gerunds</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p> <p>Analytical Writing: Poem interpretation (5 paragraphs min with citations)</p>	<p>8 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>Writing Responses</p>	<p>3 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. Writing Process</p> <p>Research Paper: (3-5 pages plus works cited page)</p>	<p>Computers</p> <p>Core Aligned Assessments</p> <p>Research Paper (3-5 pages)</p>	<p>5 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>Assessments: TDA or Essay (ongoing and end of unit)</p> <p>Keystone Literature Response Rubric/ Keystone Expository Rubric</p>	<p>4 days</p>
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<p><b><u>Forging New Frontiers</u></b></p> <p><b><i>From 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 CC.1.5.11-12. E, G</p>	<p><b>Articulation</b> <b>Autobiography</b> <b>Effective Speaking Techniques</b> <b>Elements of Fiction</b> <b>Elements of Non Fiction</b> <b>Exaggeration</b> <b>Eye Contact</b> <b>Fluency</b> <b>Humor</b> <b>Organization of Ideas</b> <b>Point of View</b> <b>Pronunciation</b> <b>Regional Dialect</b> <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</p> <p>Writing: Narrative 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>Assessments: TDA or Essay (ongoing and end of unit)</p> <p>Keystone Literature Response Rubric/ Keystone Expository Rubric</p>	<p>5 days</p>
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<p><b><i>Ethan Frome</i></b> <b>Edith Wharton</b></p>	<p>CC. 1.3.11-12.A, B, C, D, E, F, G, H, I, K</p>	<p><b>Analysis</b> <b>Characterization</b> <b>Conflict</b> <b>Context Clues</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 Elements</b> <b>Style</b> <b>Theme</b> <b>Tone</b></p> <p><b>Vocabulary:</b> Prologue</p> <ul style="list-style-type: none"> <li>• sardonically</li> <li>• subsequent</li> <li>• chafed</li> <li>• capitulating</li> <li>• beleaguered</li> <li>• colloquially</li> <li>• innocuous</li> <li>• reticent</li> <li>• incarnation</li> <li>• sentient</li> <li>• poignant</li> </ul>	<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>Writing Assignment Choices (2-3 Pages):</p> <ul style="list-style-type: none"> <li>• Analyze the relationship between the physical environment of the setting (Starkfield ) the nature of the inner states of the characters.</li> <li>• Discuss the use of symbols (the cat, the color red) in the novel.</li> <li>• Compare and contrast <i>Ethan Frome</i> and <i>The Scarlet Letter</i>.</li> </ul>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p> <p>Assessments: TDA or Essay (ongoing and end of unit)</p> <p>Keystone Literature Response Rubric/ Keystone Expository Rubric</p>	<p>16 days</p>
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<p><b>Ethan Frome</b> <b>Edith Wharton</b></p>		<p>Chapter 1, 2, 3</p> <ul style="list-style-type: none"> <li>• tenuous</li> <li>• declivity</li> <li>• impudent</li> <li>• suppleness</li> <li>• effrontery</li> <li>• loutish</li> <li>• incredulous</li> <li>• sedentary</li> </ul> <p>Chapter 4</p> <ul style="list-style-type: none"> <li>• inarticulate</li> <li>• convivial</li> <li>• volubility</li> <li>• supposition</li> <li>• imprudence</li> <li>• scrupulously</li> <li>• opulence</li> <li>• contagion</li> <li>• feigned</li> <li>• insatiable</li> <li>• benumbed</li> <li>• latent</li> </ul> <p>Chapters 5 &amp; 6</p> <ul style="list-style-type: none"> <li>• indolent</li> <li>• superseded</li> <li>• languidly</li> <li>• perfunctory</li> <li>• ominous</li> <li>• stoicism</li> </ul>	<p>On going</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p> <p>Assessments: TDA or Essay (ongoing and end of unit)</p> <p>Keystone Literature Response Rubric/ Keystone Expository Rubric</p>	
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<p><b>Ethan Frome</b> <b>Edith Wharton</b></p>		<p>Chapter 7</p> <ul style="list-style-type: none"> <li>• felicitous</li> <li>• vehemence</li> <li>• sinews</li> <li>• antipathy</li> <li>• abhorred</li> <li>• smote</li> <li>• compunction</li> <li>• inexorable</li> <li>• affability</li> </ul> <p>Chapter 8</p> <ul style="list-style-type: none"> <li>• protuberances</li> <li>• spectral</li> <li>• injunction</li> <li>• brambles</li> <li>• ebullition</li> <li>• lumbago</li> </ul> <p>Chapter 9</p> <ul style="list-style-type: none"> <li>• nigh</li> <li>• placidity</li> <li>• mottlings</li> <li>• facetious</li> <li>• avowed</li> <li>• adjured</li> <li>• exultantly</li> <li>• lineaments</li> <li>• conjectures</li> </ul>		<p>Assessments: TDA or Essay (ongoing and end of unit)</p> <p>Keystone Literature Response Rubric/ Keystone Expository Rubric</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>  <b>Vocabulary:</b> 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  Written Responses: Short answer (ongoing during the unit)  Keystone Literature Response Rubric  Analytical Essay (3-5 pages with citations)  Keystone Expository Rubric	15 days

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		<ul style="list-style-type: none"> <li>• incredibly</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>		<p>Written Responses: Short answer (ongoing during the unit)</p> <p>Keystone Literature Response Rubric</p> <p>Analytical Essay (3-5 pages with citations)</p> <p>Keystone Expository Rubric</p>	
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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>		<p>Written Responses: Short answer (ongoing during the unit)</p> <p>Keystone Literature Response Rubric</p> <p>Analytical Essay (3-5 pages with citations)</p> <p>Keystone Expository Rubric</p>	
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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>		<p>Written Responses: Short answer (ongoing during the unit)</p> <p>Keystone Literature Response Rubric</p> <p>Analytical Essay (3-5 pages with citations)</p> <p>Keystone Expository Rubric</p>	
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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>		<p>Written Responses: Short answer (ongoing during the unit)</p> <p>Keystone Literature Response Rubric</p> <p>Analytical Essay (3-5 pages with citations)</p> <p>Keystone Expository Rubric</p>	
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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><b>Vocabulary:</b></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 Classroom Reading Guided Reading Class Discussion Multimedia Small Group Work</p> <p>Grammar in Context: Adjectival Modifiers</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p> <p>Written Responses: Short answer (ongoing during the unit)</p> <p>Keystone Literature Response 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><b>Vocabulary:</b></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>Optional</b></p> <p><i>Our Town</i> Thornton Wilder</p>	<p>C.C.1.3.11-11.A, B, C, D, E, F, G, H, I, J, K</p>	<p><b>Allegory</b> <b>Characterization</b> <b>Drama</b> <b>Genre</b> <b>Imagery</b> <b>Magical Realism</b> <b>Point of View</b> <b>Symbolism</b> <b>Tone</b></p> <p><b>Vocabulary:</b> affronted alacrity anthropology barren belligerent contrive diligent heliotrope legacy meditatively omniscient savant torrent unobtrusively</p>	<p>Novel -<i>The Great Gatsby</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>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p> <p>Written Responses: Short answer (ongoing during the unit)</p> <p>Keystone Literature Response Rubric</p> <p>Analytical Essay (3-5 pages with citations)</p> <p>Keystone Expository Rubric</p>	<p>12 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 Editing Focus Mechanics-grammar Organization Outlining Paraphrasing Revising Style Summarizing Thesis 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: (2 pages plus reference page)</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Core Aligned Assessments</p> <p>Research Paper: 3-5 pages</p> <p>District Approved Rubric</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>14 days</p>