



Danville Area School District
Course Overview and Scope and Sequence

Course Title: AP English Literature & Composition

Content Area: English

Grade Level: 12

Date Developed: June 2023

COURSE OVERVIEW:

AP English Literature & Composition is designed to provide motivated students with a scholarly and supportive environment in which to experience literature through a combination of critical reading, discussion, and writing. As college credit can be earned for this course, the course emulates college courses in terms of student in-class expectations and workload. Unlike many lecture-based college courses, however, this course is still preparatory in nature; students have the benefit of a small discussion-based atmosphere and specific feedback that will enable them to develop their reading, writing, thinking, and speaking skills. Students will read a variety of novels, drama, short stories, and poetry from both American and British traditions.

ANCHOR STANDARDS:

Skill Category 1: Explain the function of character. (CHR)

Skill Category 2: Explain the function of setting. (SET)

Skill Category 3: Explain the function of plot and structure. (STR)

Skill Category 4: Explain the function of the narrator or speaker. (NAR)

Skill Category 5: Explain the function of word choice, imagery, and symbols. (FIG 1)

Skill Category 6: Explain the function of comparison. (FIG 2)

Skill Category 7: Develop textually substantiated arguments about interpretations of part of all of a text. (LAN)

KEY COURSE TEXT AND MATERIALS:

- Jago, Carol, et al. *Literature & Composition: Reading, Writing, Thinking*. Bedford/St. Martins, 2017.
- Johnson, Greg, et al. *Perrine's Sound and Sense: An Introduction to Poetry*. Wadsworth/Cengage Learning, 2014.

KEY ASSESSMENTS:

Formative: Annotations, reading questions, reading checks, comprehension exams, graded discussion, in-class essays
 Summative: Major Works Exam, AP exam

SCOPE AND SEQUENCE					
Unit	PRIORITY STANDARDS	SUPPORTING STANDARDS	ASSESSMENT	MATERIALS	TIMEFRAME
Unit 1: Course Orientation & College Essay	CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.		Plagiarism Quiz; Email; Narrative Essay	NYT Narrative Writing Curriculum; Teacher-created materials	7 days
Unit 2: Summer Reading (<i>Oedipus Rex</i> & <i>Antigone</i>) & Exam Orientation	CHR (1.A-1.E)	LAN	Reading & Comprehension exams; terms quiz; in-class essay	<i>Three Theban Plays</i> (Fagles); <i>Literature & Composition: Reading, Writing, Thinking</i> ; AP Course & Exam Description; released AP prompt, rubrics, and exemplars; teacher-created materials (quizzes, questions, slides)	10 days
Unit 3: Poetry I & Poetry Prompts (Q1)	NAR (4.A-4.D) FIG 1 (5.A-5.D)	LAN	TPCASTT classwork/ homework; in-class essay; terms quiz	<i>Perrine's Sound and Sense: An Introduction to Poetry</i> ; released AP prompt, rubrics, and exemplars	10 days

Unit 4: Prose Prompts (Q2) & <i>The Awakening</i> (Chopin)	SET (2.A-2.C)	LAN	Reading & comprehension quizzes; graded discussion; in-class essay; annotations	<i>The Awakening</i> ; released AP prompt, rubrics, and exemplars; teacher-created materials (quizzes, questions, slides)	15 days
Unit 5: <i>Frankenstein</i> (Shelley)	STR (3.A-3.F)	LAN	Reading & comprehension quizzes; graded discussion; in-class essay	“Rime of the Ancient Mariner”; <i>Frankenstein</i> (Critical Edition); released AP prompt; teacher-created materials (quizzes, questions, slides)	15 days
Unit 6: <i>Macbeth</i> (Shakespeare)	CHR (1.A-1.E) FIG 1 (5.A-5.D)	LAN	Reading & comprehension quizzes; in-class essay; recitation; annotations	<i>Macbeth</i> ; <i>Literature & Composition: Reading, Writing, Thinking</i> ; released AP prompt; teacher-created materials (quizzes, questions, slides)	20 days
Unit 7: Poetry II & Mid-year Practice Exam	FIG 1 (5.A-5.D) FIG 2 (6.A-6.D)	LAN	TPCASTT classwork/ homework; in-class essay; practice exam	<i>Perrine’s Sound and Sense: An Introduction to Poetry</i> ; released AP prompt; teacher-created materials (slides & activities)	20 days
Unit 8: <i>A Raisin in the Sun</i> (Hansberry)	CHR (1.A-1.E) SET (2.A-2.C)	FIG 1 LAN	Reading & comprehension quizzes; graded discussion; in-class essay	<i>A Raisin in the Sun</i> (text); <i>A Raisin in the Sun</i> (film); released AP prompt; teacher-created materials (quizzes, questions, slides)	15 days

Unit 9: <i>Heart of Darkness</i> (Conrad)	SET (2.A-2.C) NAR (4.A-4.D)	CHR FIG 1 LAN	Reading & comprehension quizzes; graded discussion; in-class essay	<i>Heart of Darkness</i> (Critical Edition); <i>Literature & Composition: Reading, Writing, Thinking</i> ; released AP prompt; teacher-created materials (quizzes, questions, slides)	15 days
Unit 10: <i>A Streetcar Named Desire</i> (Williams)	CHR (1.A-1.E)	SET LAN	Reading & comprehension quizzes; graded discussion; in-class essay	<i>A Streetcar Named Desire</i> ; released AP prompt; teacher-created materials (quizzes, questions, slides)	15 days
Unit 11: Review & Practice Test	LAN (7.A-7.E)		Major work review exam; practice AP test (multiple choice & essays)	Teacher-created materials; Released practice exam	10 days
Unit 12: <i>Doubt</i> (Shanley)	CHR (1.A-1.E)		Reading & comprehension quizzes; reading questions	<i>Doubt</i> ; teacher-created materials (quizzes, questions, slides)	15 days



Danville Area School District
Course Overview and Scope and Sequence

Course Title: AP language and composition
Content Area: English, writing

Grade level: 11-12
Date Developed: August 2023

COURSE OVERVIEW:

- Students in AP language and composition will evaluate students' critical thinking, reflection, and writing skills as they read a variety of college level styles and texts.
- Students will learn principles of language of rhetoric and argument to analyze information and generate critical arguments with support/credible evidence and their own analysis.
- Students will learn to read closely and understand the process of critical analysis while developing an understanding of the author's intent and effect.
- Students will synthesize thematic concepts and understand how writing invites a dialectical process to enhance understanding.
- Higher level and critical thinking skills will encourage students to examine materials from multiple perspectives and include expository, argumentative, analytical, and narrative.
- Students will gain a deep understanding of awareness and analysis of language, composition, and effective communication.
- Students will practice writing in a variety of forms and styles of analytical and persuasive writings: journals, reflective writing, research papers, vignettes, and narratives and will practice the writing process including conferencing and revising and rewriting.
- This course is designed in accordance with the guidelines and scoring components described in the AP course description.

Mui, Sonny and Bill Tully. "AP English Language and Composition." College Board, 2020,

<https://apcentral.collegeboard.org/media/pdf/ap-english-language-and-composition-course-and-exam-description.pdf>.

Reading focus areas:

- Interact with text through close reading, analysis, and interpretation
- Engage and interact with text to discern not only the craft of the writer, but the connectivity to other texts
- Cite evidence to support claims and resolutions
- Read and analyze seminal U.S documents of historical and literary significance, including how each addresses related themes and concepts.

Writing focus areas:

- Write routinely over extended periods (research, reflection, and revision) and shorter periods (single sittings) for a range of tasks, purposes, and audiences.
- Establish and sustain a precise controlling idea/claim/counterclaim/position choosing sophisticated organizational strategies: clear and well-defined intro, body, and relevancy evidence.
- Choose an effective style, tone, and POV
- Build knowledge on a subject through research projects and responding analytically to literary and informational sources.

Speaking and listening focus areas:

- Listening attentively and critically, responding thoughtfully, and building upon the ideas of others.
- Talking about texts in order to develop knowledge of academic language and conceptual understanding
- Discuss and make connections among multiple texts using intra-, inter-, and extratextual questions

Language and conventions focus areas:

- Demonstrate a command of standard English: grammar, usage, mechanics, precise language, and varied syntax
- Acquire and use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-career readiness level
- Demonstrate independence in gathering vocabulary knowledge

“English Language Arts: Grade 11-12 PA Common Core Standards.” *Department of Education*, 2023,

file:///C:/Users/lschwartz/Downloads/PACore%20ELA%206-12_March%202014%20UA%20(1).pdf.

ANCHOR STANDARDS:

Reading

- CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text - development and interaction of the central ideas; provide an objective summary of the text
- CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs
- CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or individuals over the course of the text.
- CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text
- CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging
- CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
- CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features

CC.1.2.11–12.J Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently

Writing

Informative

CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11–12.C Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension

CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension

CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing

CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

Argumentative

CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

Response to text

CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone

CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data

CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task

CC.1.5.11–12E Adapt speech to a variety of contexts and tasks

CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence

CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

KEY COURSE

Texts: *The Language of Composition; 50 Essays; Freakonomics* (Levitt and Dubner); *The Complete Persepolis* (Satrapi); *Thank You for Arguing* (Heinrichs); *They Say, I Say* (Graff and Birkenstein); *The Catcher in the Rye* - selections (Salinger)

Supplementals: video/media library (*Lang of Comp*); current events - news clips and various other medias including satire; discussion boards - padlet, nearpod, Google suite; technology assistance - kahoot, quizlet, Gimkit, etc

KEY ASSESSMENTS:

Instructor observation - "Share independent learning" whole and small group collaboration

Rubrics - College Board (synthesis, rhetorical analysis, argumentative)

<https://apcentral.collegeboard.org/courses/ap-english-language-and-composition/exam/past-exam-questions>

Teacher created rubrics for short research and writing (including journals)

Reading checks

Multiple choice exams - College Board (secure documents)

Greek and Latin participation and exams

Research with checkbrics

Projects - varied on units with teacher created rubrics

SCOPE AND SEQUENCE					
UNIT ESSENTIAL QUESTION	STANDARDS	CONTENT WITH SUPPLEMENTALS	ASSESSMENT	KEY VOCAB	TIME-FRAME
<p>Unit 0.5 Intro</p> <p>Plagiarism EQ: What is plagiarism and how can I avoid it?</p> <p>Summer reading EQ: What was the impact of industrialization on American Society?</p> <p>Memoir presentations</p> <p>Who, where from speech</p>	<p>CC1.2A - central ideas CC1.2B - evidence CC.1.2C - analyze CC.1.2.F- eval diction/syntax CC.1.2.J - domain vocab CC.1.2K - det meaning CC.1.2L - Read/comp</p> <p>W1.4A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions</p> <p>W1.4.S - reflect evid W1.4.X - write - time</p> <p>SL1.5A - part/collab SL1.5B - eval persp SL1.5E - adapt speech SL.1.5F - digital use SL1.5.G - command language</p>	<p>Google orientation rules/expectations</p> <p>Plagiarism - lecture burst Quizlet practice Quiz and contract</p> <p>The Jungle exam</p> <p>Memoir project presentation</p> <p>Video model Presentations with positive notes - peer review</p>	<p>Smash or trash game, observation</p> <p>Quizlet scores Exam Signed contract</p> <p>Exam scores</p> <p>Observations Peer critiques Oral presentations Post it prize memo</p> <p>Written and oral presentations</p>	<p>Plagiarism Unauthorized Aid Direct Plagiarism Self-Plagiarism Copyright In-text Citation Work Cited Intellectual Property Summary Paraphrase Quotation Mosaic Plagiarism Sloppy Scholarship</p> <p>As determined by individual readers and selected texts</p>	<p>8 days (172 remain)</p>
Unit 1	CC1.2A - central ideas	Model analysis - Rhetorical	Research	Rhetoric	10 days

<p>Introducing Rhetoric - Using the "Available Means"</p> <p>EQ: What is rhetoric? How can authors use rhetoric to connect to an audience for a specific purpose?</p>	<p>CC.1.2B - evidence CC.1.2C - analyze CC.1.2D - eval - pov CC.1.2E - eval - struct CC.1.2.F- eval diction/syntax CC.1.2.G - eval - media CC.1.2I - analy US doc CC.1.2.J - domain vocab CC.1.2K - det meaning CC.1.2L - Read/comp</p> <p>W1.4.A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions</p> <p>W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware W1.4.L - conventions</p> <p>SL1.5A - part/collab SL1.5B - eval persp SL1.5E - adapt speech SL1.5F - digital use SL1.5.G - command language</p>	<p>situation - Lou Gehrig - "Farewell Speech"</p> <p>Soapstone</p> <p>Rhetorical triangle -M ina Shahinfar - "For Teenager..."</p> <p>Visual - Kahlo - "Self-Portrait..." Newell Convers Wyeth - "Covered Wagons..." Appeals</p> <p>Ethos - King George VI - "King's Speech" J.D. Vance = from <i>Hillbilly Elegy</i> with activity</p> <p>Logos - Alice Waters - "Slow Food Nation" and Tim Wu - from <i>Mother Nature...</i></p> <p>Pathos - Richard Nixon - "Checkers Speech" and Dwight D. Eisenhower - "Order of the Day" with activity</p> <p>Combo E, L, P - Benjamin Banneker - Letter to Thomas Jefferson with essay</p> <p>Visual - Tim Toles - "Rosa Parks" and Nate, Beeler - "Government is Watching"</p>	<p>Discussion</p> <p>Discussion</p> <p>Digital analysis</p> <p>Discussion with written response</p> <p>Written analysis</p> <p>Reflective journals</p> <p>Discussion</p> <p>Padlet participation</p> <p>Written essay College Board rubric</p> <p>Padlet participation</p>	<p>Texts Media Speaker Occasion Audience Purpose Subject Tone Persona Ethos Logos Pathos Satire Claims Counterclaim Evidence</p>	<p>(162 remain)</p>
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		<p>Rhetorical risks Anne Applebaum - :“If the Japanese Can’t Build...” Alexandra Petri - “Barbie is Past Saving” Broti Gupta - “United Airlines Fight Club” The Onion - “Girl Moved to Tears by <i>OMAM</i>”</p> <p>Visual - Rolling Stone - “The Bomber”</p> <p>Culminating activity - Helen Keller to Mark Twain</p> <p>Terms</p> <p>Comp Check</p>	<p>Analysis - discussion, padlet with small and large group observation</p> <p>Padlet - small group observation</p> <p>Written essay with citations - College Board rubric</p> <p>Kahoot, quizlet</p> <p>Exam</p>		
<p>Unit 2 Close Reading - The Art and Craft of Rhetorical Analysis</p> <p>EQ: What choices do authors make to convey purpose in nonfiction writing? How does the</p>	<p>CC.1.2A - central ideas CC.1.2B - evidence CC.1.2C - analyze CC.1.2D - eval - pov CC.1.2E - eval - struct CC.1.2.F- eval diction/syntax CC.1.2.G - eval - media CC.1.2.H - eval seminal CC.1.2.I - analy US doc CC.1.2.J - domain vocab CC.1.2.K - det meaning CC.1.2.L - Read/comp</p>	<p>Model analysis - Queen Elizabeth I “Speech to the Troops”</p> <p>Henry Louis Gates - “Restoring Black History”</p> <p>Geoffrey Nunberg - “The Decline of Grammar”</p> <p>Florence Kelly - “Speech on Child Labor”</p>	<p>Discussion</p> <p>Tone analysis</p> <p>Identify and analyze author’s choices with three questions - written</p> <p>Model - discussion, graphic organizers</p>	<p>Unifying pronouns Diction Syntax Claims Counterclaims Refutation Metaphors Similes Personification Hyperbole Parallelism Juxtaposition Antithesis</p>	<p>10 days (152 days remain)</p>

<p>rhetorical situation affect the author's stylistic and rhetorical choices in a nonfiction text?</p>	<p>W1.4.A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions</p> <p>W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware W1.4.L - conventions</p> <p>W1.4.S - reflect -evid W1.4.T - strengthen W1.4.V - research</p> <p>SL1.5A - part/collab SL1.5B - eval persp SL1.5C - integrate sources SL1.5.D - present findings SL1.5E - adapt speech SL1.5F - digital use SL1.5.G - command language</p>	<p>Winston Churchill - "Blood, Toil, Tears, and Sweat"</p> <p>Visual - Dodge Durango - "Fat Cheeseburger"; PETA - "Cheeseburger"; Coach - "Bags"</p> <p>Shirley Chisholm - "People, Not Profits..."</p> <p>Culminating activity - Hillary Clinton - "2016 Concession Speech"</p> <p>Terms</p> <p>Comp check</p>	<p>Written analysis - group - fig lang - effect, rhetorical choices - effect, collective pronouns - effect, analysis purpose and success, completed graphic organizer</p> <p>Model - whole class discussion with padlet - digital contribution</p> <p>Annotations, discussion, analysis - thesis, org, structure, etc, graphic organizer</p> <p>College Board rubric - Rhetorical analysis</p> <p>Kahoot, quizlet</p> <p>Exam</p>	<p>Compound, complex, periodic, cumulative, imperative clause Imagery Oxymoron Annotating Thesis statement Integrate quotes</p>	
<p>Unit 3 Analyzing Arguments: from Reading to Writing</p> <p>EQ: What is an</p>	<p>CC1.2A - central ideas CC1.2B - evidence CC.1.2C - analyze CC.1.2D - eval - pov CC.1.2E - eval - struct CC.1.2.F- eval diction/syntax</p>	<p>Model analysis - Tim Toles - "Crazed Rhetoric"</p> <p>Amy Domini - "Why Investing in Fast Food..."</p>	<p>Discussion - participation</p> <p>Analysis - shifts - digital response</p>	<p>Staking a claim Claims of fact Claims of value Claims of policy Open thesis Closed thesis</p>	<p>10 days (142 remain)</p>

<p>argument? How do writers successfully advocate for a cause? How do authors develop a claim with a line of reasoning? How can I engage in an argument and establish common ground? How can I construct my writing to develop a call to action?</p>	<p>CC.1.2.G - eval - media CC.1.2.I - analy US doc CC.1.2.J - domain vocab CC.1.2.K - det meaning CC.1.2.L - Read/comp</p> <p>W1.4.A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions</p> <p>W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware W1.4.L - conventions</p> <p>W1.4.S - reflect -evid W1.4.T - strengthen W1.4.V - research</p> <p>SL1.5A - part/collab SL1.5B - eval persp SL1.5C - integrate sources SL1.5.D - present findings SL1.5E - adapt speech SL1.5F - digital use SL1.5.G - command language</p>	<p>Ted Talk - Chimamanda Adiche - "Single Story"</p> <p>Roger Ebert - "Star Wars"</p> <p>Anna Quindlen - "The C Word..."</p> <p>"Felons and the Right to Vote"</p> <p>Visual - "Information is Ammunition" and "Deforestation"</p> <p>Lecture burst with reading - thesis, presenting evidence, fallacies</p> <p>Francine Prose - "I Know Why..."</p> <p>Visual - PETA - "Go Vegan"</p> <p>Concept of Relativity - chart</p>	<p>Discussion, journal response - central argument with rhetoric</p> <p>Model discussion - claims of fact, value, policy - criterion and effect</p> <p>Annotations with policy</p> <p>Analysis - claims with effect and collaboration - written</p> <p>Digital analysis - individual to group with claims work</p> <p>Participation in kahoot</p> <p>Paraphrase, rhetorical function, fallacies, claims - written - informative</p> <p>Digital reflect</p> <p>Discussion with graphic organizer</p>	<p>Red herring Ad hominem fallacy Faulty analogy Straw man False dilemma Hasty generalization Circular reasoning Bandwagon appeal Post hoc ergo propter hoc fallacy False authority First hand evidence Second hand evidence Expert opinion Quantitative evidence Classical Oration Induction Dedication Toulmin Model Assumptions</p>	
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		Jennifer Orladipo - "Why Can't Environmentalists..."	Personal experience analysis - discussion		
		Fabiola Santiago - "In College..."	Fallacies - digital analysis		
		Charles Camosy - "Trump Won because..."	Current event - rhetoric and perspectives		
		Nicholas Kristof - "Do You Care More..."	Written analysis - first and second hand, appeals, fallacies		
		Classical Oration - model Sandra Day O'Connor and Roy Romer - "Not by Math Alone"	Discussion with padlet		
		Malcolm Gladwell - from <i>Outliers</i>	Major and minor premise and conclusion analysis with induction and deduction ID		
		Thomas Jefferson - "The Declaration of Independence"	ID and analyze premises and conclusion, induction and deduction - written response		

		<p>Toulmin Model - Visual - Queenie</p> <p>Visual - Doretha Lange - "Migrant Mother" analysis model</p> <p>Preparing to write lecture burst</p> <p>Thesis prompts: develop thesis, create an outline, support - research, counter, refute, relevance</p> <p>Culminating activity - Cell phones in school</p> <p>Terms</p> <p>Comp check</p>	<p>Small groups competition - digital response</p> <p>Padlet and discussion</p> <p>Completed notes and final essay</p> <p>Completed thesis statements, outlines, support, counter with refute, relevancy</p> <p>College Board rubric - Rhetorical analysis</p> <p>Kahoot, quizlet</p> <p>Exam</p>		
<p>Unit 4: Synthesizing Sources</p> <p>EQ: What is synthesis? How do writers develop positions on a subject? What types of</p>	<p>CC1.2A - central ideas CC1.2B - evidence CC.1.2C - analyze CC.1.2D - eval - pov CC.1.2E - eval - struct CC.1.2.F- eval diction/syntax CC.1.2.G - eval - media CC.1.2I - analy US doc CC.1.2.J - domain vocab</p>	<p>Lecture burst - Defining synthesis and approaching sources</p> <p>Laura Hillenbrand - from <i>Seabiscuit</i></p> <p>Gerald Early - from <i>A Level Playing Field</i></p>	<p>Discussion and participation</p> <p>Identify sources - padlet</p> <p>Written analysis - source and purpose</p>		<p>10 days (132 remain)</p>

<p>support and evidence should I use to create a strong line of reasoning? What strategies should I use to assess sources for credibility?</p>	<p>CC.1.2K - det meaning CC.1.2L - Read/comp</p> <p>W1.4.A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions</p> <p>W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware W1.4.L - conventions</p> <p>W1.4.S - reflect -evid W1.4.T - strengthen W1.4.V - research</p> <p>SL1.5A - part/collab SL1.5B - eval persp SL1.5C - integrate sources SL1.5.D - present findings SL1.5E - adapt speech SL1.5F - digital use SL1.5.G - command language</p>	<p>Steven Pinker - "Words Don't Mean What They Mean" and "The Stuff of Thought"</p> <p>Synthesis essay - Conversations: "Is Technology Making Us Dumber?" "The Dumbest Generation" "Screen Time Dangerous" "Are We Getting Our Share" "This Is How the Internet..." "The Illusion of Knowledge" "Smarter than You Think" "Stop Googling. Let's Talk" "Americans' Cell Phone Use"</p> <p>Culminating activity - "Mandatory Community Service" "Commencement Address Wesleyan" "To Get to Harvard..." "The Downside of Volunteer" "Volunteer - Pathwa...y" "Volunteering Opens..." "With a Homeless Center..."</p> <p>Terms</p>	<p>Journals - sources and appeals to audience</p> <p>Summaries of sources - written Formulated position - written Framed quotes - written Integrated quotes explanation</p> <p>College Board rubric - synthesis essay</p> <p>Kahoot, quizlet</p>		
<p>Unit 5: Education</p> <p>EQ: To what extent do our</p>	<p>CC.1.2A - central ideas CC.1.2B - evidence CC.1.2C - analyze CC.1.2D - eval - pov CC.1.2E - eval - struct</p>	<p>Central text: Fareed Zakaria - from <i>In Defense of a Liberal Education</i> (2016)</p>	<p>Comp check Journals, debates, discussions, etc - Conversational tone, sophisticated</p>	<p>Student choice</p>	<p>18 days (114 remain)</p>

<p>schools serve the goals of true education?</p>	<p>CC.1.2.F- eval diction/syntax CC.1.2.G - eval - media CC.1.2H - seminal text CC.1.2.J - domain vocab CC.1.2K - det meaning CC.1.2L - Read/comp</p> <p>W1.4A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions</p> <p>W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware W1.4.L - conventions</p> <p>W1.4.S - reflect -evid W1.4.T - strengthen W1.4.V - research W1.4.X - timeframe</p> <p>SL1.5A - part/collab SL1.5B - eval persp SL1.5C - integrate sources SL1.5.D - present findings SL1.5E - adapt speech SL1.5F - digital use</p>	<p>Classic essay: Frederick Douglass - "The Blessings of Liberty and Education" (1894)</p> <p>Other voices: Ralph Waldo Emerson - from <i>Education</i> James Baldwin - "A Talk to Teachers: Danielle Allen - "What Is Education for?" Prince Ea - "What is School for?" https://www.youtube.com/watch?v=PsLRqEYf9E David Sedaris - "Me Talk Pretty One Day"</p>	<p>argument, conversational tone, ethos, first & second hand evidence, counter argument Vocab journals Comp check Journals, debates, discussion, digital response - lyrical language, complex syntax, antiquated diction, purpose, edu and free relationship, extended metaphor (with emulation), rhetorical questions, juxtaposition, anaphora Vocab journals</p> <p>Comp checks Making connections journal - written Ethos, pathos, logos, rhetorical questions, induction, definition, process analysis, tone, anecdote, imagery, paradox, narration, cause effect,</p>		
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	<p>SL1.5.G - command language</p>	<p>Sherman Alexie - "The Joy of Reading..." Frederick Douglass - "Learning to Read..." Malcolm X - "Learning to Read"</p> <p>Visual Texts: Cyril Edward Power - "The Exam Room" and Roz Chast - "What I Learned..."</p>	<p>parallelism, humor, irony, claims, line of reasoning, primary, tone shifts, counterargument Vocab journals</p> <p>Comp check Compare/contrast graphic organizers for Alexie, Douglass, and Malcolm X Journals - vocab, rhetoric, style, voice, tone, central idea, analysis Discussion</p> <p>Digital tell all Views on education - journal Meditations on the purpose, shape, light, emotional effects of color, framing, expression, irony created by dissonance bt text and visual- journal Discussion - speaker learns; effective synergy; contrast; narrative in visual; titles and</p>		
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		<p>Conversation: "The Future of High School"</p> <p>Mann - "Report of the MA Board..."</p> <p>Botstein - "Let Teenagers..."</p> <p>Infographic - "Mediation in Schools..."</p> <p>Wyman - "Why We Desperately..."</p> <p>Ripley - from What America Can Learn...</p> <p>Okwu - "How High Schools Are..."</p> <p>Mock - from "We Will Pay High..."</p> <p>Rolph - "This High School Wants to..."</p> <p><i>The Catcher in the Rye</i> - selections</p> <p>Greek and Latin Units 1-4</p> <p>Final exams - synthesis essay</p> <p>https://apcentral.collegeboard.org/media/pdf/ap22-fra-e-english-language.pdf</p>	<p>subtitles</p> <p>Critique - reflective journal</p> <p>Comp check</p> <p>Discussion</p> <p>Outline - Synthesis essay</p> <p>Discussion</p> <p>Comp check</p> <p>Comparing texts - journal - central ideas and rhetoric</p> <p>Kahoots, quizlets</p> <p>Unit exams</p> <p>College board rubric</p>		
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		https://apcentral.collegeboard.org/media/pdf/ap21-frq-english-language.pdf?course=ap-english-language-and-composition Multiple choice practice	Secure documents - College Board		
Unit 6: Environment EQ: What is our responsibility to the natural environment?	<p>CC1.2A - central ideas</p> <p>CC1.2B - evidence</p> <p>CC.1.2C - analyze</p> <p>CC.1.2D - eval - pov</p> <p>CC.1.2E - eval - struct</p> <p>CC.1.2.F- eval diction/syntax</p> <p>CC.1.2.G - eval - media</p> <p>CC.1.2H - seminal text</p> <p>CC.1.2.J - domain vocab</p> <p>CC.1.2K - det meaning</p> <p>CC.1.2L - Read/comp</p> <p>W1.4.A - informative writing</p> <p>W1.4.B - sharp focus</p> <p>W1.4.C - develop</p> <p>W1.4.D - organize</p> <p>W1.4.E - style aware</p> <p>W1.4.F - conventions</p> <p>W1.4.G - argumentative writing</p> <p>W1.4.H - sharp focus</p> <p>W1.4.I - develop</p> <p>W1.4.J - organize</p> <p>W1.4.K - style aware</p>	<p>Central essay: Rachel Carson - from <i>Silent Spring</i></p> <p>Classic essay: Ralph Waldo Emerson - from <i>Nature</i></p> <p>Other voices: Williams - "The Clan of the</p>	<p>Comp check</p> <p>Rhetoric study - digital, oral, and written journal - fable, logos, pathos, concession and refutation, narration description, cause and effect</p> <p>Vocab journals</p> <p>Comp check</p> <p>Journals - written</p> <p>Rhetoric study - written and discussion: personification, paradox, allusion, description, , classification and division</p> <p>Comp checks</p> <p>Padlets, journals,</p>		18 days (96 remain)

	<p>W1.4.L - conventions</p> <p>W1.4.S - reflect -evid</p> <p>W1.4.T - strengthen</p> <p>W1.4.V - research</p> <p>W1.4.X - timeframe</p> <p>SL1.5A - part/collab</p> <p>SL1.5B - eval persp</p> <p>SL1.5C - integrate sources</p> <p>SL1.5.D - present findings</p> <p>SL1.5E - adapt speech</p> <p>SL1.5F - digital use</p> <p>SL1.5.G - command language</p>	<p>One..."</p> <p>Achenbach - "Why Science Is So..."</p> <p>Zhang - "Save the Galapagos..."</p> <p>Thomas - "Natural Man</p> <p>HDT - Selections from <i>Walden</i></p> <p>Burdick - "The Truth..."</p> <p>Sacks - "My Periodic Table"</p> <p>Visual texts -</p> <p>Crumb "A Short History..."</p> <p>Dutch/Shell - "Let's Go"</p> <p>Conversations - synthesis - sustainable eating</p> <p>Pollan - from <i>Unhappy Meals</i></p> <p>McWilliams - "The Locavore Myth"</p> <p>Niman - "The Carnivore's Dilemma"</p>	<p>discussion, debates: allusion, ethos, pathos, logos, definition, analogy, metaphor, syntax, imagery, personal experience, narration, use of sources, exemplification, cause and effect, claims, shifts in tone, extended examples, counter and refute, repetition, organization, data</p> <p>Vocab journals</p> <p>Comp check</p> <p>Compare/contrast graphic organizers</p> <p>Padlet - tell all, pattern, foreshortening, color, mass, light, logos, repetition</p> <p>Comp checks</p> <p>Central ideas - digital discussion</p> <p>Letter campaign</p> <p>Speech</p> <p>Debate</p>		
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		<p>Foer - "Let Them Eat Dog..." Allen - "A Good Manifesto..." Eliazarov - from <i>Waste Not</i> Anthes - from <i>Could Insects Be...</i> Gholipour - "Lab-Grown..."</p> <p>Greek and Latin - Units 4-6</p> <p>Final exams (3 essays) - RA essay - HDT - Walking Argument - Nature Synthesis - Windmills https://apcentral.collegeboard.org/courses/ap-english-language-and-composition/exam/past-exam-questions</p> <p>Multiple choice practice</p>	<p>Kahoots, quizlets, exams</p> <p>College Board rubrics</p> <p>College Board secure documents</p>		
<p>Unit 7: Community</p> <p>EQ: What is the relationship of the individual to the community?</p>	<p>CC.1.2A - central ideas CC.1.2B - evidence CC.1.2C - analyze CC.1.2D - eval - pov CC.1.2E - eval - struct CC.1.2.F- eval diction/syntax CC.1.2.G - eval - media CC.1.2H - seminal text CC.1.2.J - domain vocab CC.1.2K - det meaning CC.1.2L - Read/comp</p> <p>W1.4A - informative writing</p>	<p>Central essay: MLK, Jr - "Letter from a Birmingham Jail"</p>	<p>Comp check Journals, discussion, debate, written responses: three rhetorical appeals, parallelism, repetition, rhetorical questions, imagery, metaphor, allusion, analogy, classification, division Vocab journals</p>		<p>18 days (78 remain)</p>

	<p>W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions</p> <p>W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware W1.4.L - conventions</p> <p>W1.4.S - reflect -evid W1.4.T - strengthen W1.4.V - research W1.4.X - timeframe</p> <p>SL1.5A - part/collab SL1.5B - eval persp SL1.5C - integrate sources SL1.5D - present findings SL1.5E - adapt speech SL1.5F - digital use SL1.5.G - command language</p>	<p>Henry David Thoreau - "Where I Lived and What I Lived For"</p> <p>Other voices - Tan - "Mother Tongue" Gladwell - "Small Change" Mukherjee - "Two Ways to Belong..." Putman - "Health and Happiness"</p> <p>Community projects</p>	<p>Comp check Journals, discussions, padlets - solitude and community relationships, quality of life central idea, archaic diction, parable, metaphor, rhetorical questions, compare/contrast Vocab journals</p> <p>Comp checks Multiple choice AP test Journals, discussion, debates, digital responses: anecdote, tone, definition, ethos, pathos, logos, classification and division, anecdotal evidence, provocative diction, induction, fragments, symbolism Vocab journals</p> <p>TBD yearly by students</p>		
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		<p>Final essays Synthesis - Cell Phones RA - Gandhi Argument - Overrated https://apcentral.collegeboard.org/courses/ap-english-language-and-composition/exam/past-exam-questions</p> <p>Multiple choices exams</p> <p>Greek and Latin Units - 7-9</p>	<p>Completed projects</p> <p>Secure documents - College Board</p> <p>Kahoots, quizlets, exams</p>		
<p>Unit 8: Money</p> <p>EQ: What is the role of money in our everyday lives?</p>	<p>CC.1.2A - central ideas CC.1.2B - evidence CC.1.2C - analyze CC.1.2D - eval - pov CC.1.2E - eval - struct CC.1.2.F- eval diction/syntax CC.1.2.G - eval - media CC.1.2H - seminal text CC.1.2.J - domain vocab CC.1.2K - det meaning CC.1.2L - Read/comp</p> <p>W1.4A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions</p>	<p>Central text: Barbara Ehrenreich - from <i>Serving in Florida</i></p> <p>Classic essay: Jonathan Swift - "A Modest Proposal"</p>	<p>Comp check Journals, graphic organizer, discussion: colloquial and colorful language - rhetorical risks, narrative form, relatable experience, ethos, humor Economy - work study - research Vocab journals</p> <p>Comp check Analysis - written - satire, antiquated language, wealth inequality, respond to gvt/citz</p>		<p>16 days (62 remain)</p>

	<p>W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware W1.4.L - conventions</p> <p>W1.4.S - reflect -evid W1.4.T - strengthen W1.4.V - research W1.4.X - timeframe</p> <p>SL1.5A - part/collab SL1.5B - eval persp SL1.5C - integrate sources SL1.5D - present findings SL1.5E - adapt speech SL1.5F - digital use SL1.5.G - command language</p>	<p>Other voices: Carnegie - from <i>The Gospel of Wealth</i> Washington - "The Atlanta Exposition" Eighner - "Dumpster Diving" Schlosser - from <i>Strawberry Fields</i> Singer - "The Singer Solution"</p> <p>Visuals - Rivera - "Night of the Rich" Florez - "Panama Papers"</p> <p>Conversations - "The Cost of College"</p>	<p>Journals, graphic organizer, debate - satire, logos, process analysis, cause and effect Model writing Vocab journals Comp checks Journals, discussions, analysis: claims, symbolism, examples, parable, antithesis, syntax, sentences, anaphora, ethos, didactic tone, imagery, use of sources, ethos, pathos, logos, hypotheticals, deductive reasoning, concession, exemplification, extended metaphors Vocab journals</p> <p>Digital tell all Shape, colors, space, texture, pattern, allusion, symbolism</p> <p>Research based project - completed</p>		
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		<p>Finals - Synthesis - Eminent domain RA - Albright Argument - Gift from the Sea https://apcentral.collegeboard.org/courses/ap-english-language-and-composition/exam/past-exam-questions</p> <p>Multiple choice tests</p> <p>Greek and Latin Units 10-12</p>	<p>Three completed essays College Board rubrics</p> <p>Secure documents - College Board</p> <p>Quizlets, Kahoots, exams</p>		
<p>Unit 9: Gender</p> <p>EQ: What is the impact of the gender roles that society creates and enforces?</p>	<p>CC1.2A - central ideas CC1.2B - evidence CC.1.2C - analyze CC.1.2D - eval - pov CC.1.2E - eval - struct CC.1.2.F- eval diction/syntax CC.1.2.G - eval - media CC.1.2H - seminal text CC.1.2.J - domain vocab CC.1.2K - det meaning CC.1.2L - Read/comp</p> <p>W1.4A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions</p>	<p>Central essay: Alice Walker - "In Search of Our Mothers' Gardens" (1972)</p> <p>Classic essay: Virginia Woolf - "Professions for Women" (1931)</p>	<p>Comp check Journals and discussion: figurative language, allusions, ethos Vocab journals</p> <p>Comp check Journals, discussion: POV, extended analogy, short, simple sentence contrast with long flow, exemplification, process analysis, self depreciation Vocab journal</p>		<p>18 days (44 remain)</p>

	<p>W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware W1.4.L - conventions</p> <p>W1.4.S - reflect -evid W1.4.T - strengthen W1.4.V - research W1.4.X - timeframe</p> <p>SL1.5A - part/collab SL1.5B - eval persp SL1.5C - integrate sources SL1.5.D - present findings SL1.5E - adapt speech SL1.5F - digital use SL1.5.G - command language</p>	<p>Other voices: Adams - "Letters" Brady - "I Want a Wife" Gould - "Women's Brains" Staples - "Just Walk on by" Woolf - selected texts emulation writing</p> <p>Conversation - "Redefining Masculinity"</p> <p>Multiple choice exams</p> <p>Finals - 3 essays (2023) Synthesis - Vertical farms RA - Dove commencement Argument - Fear</p>	<p>Comp checks Journals, discussion, padlets, emulation writings: claims, ethos, pathos, logos, imagery, description, argument, characterization, parallelism, satire, anaphora, understatement, use of sources, logical fallacies, classification and division, imagery, mood, anecdote, juxtaposition, POV, concession and refutation Vocab journals</p> <p>Digital prep Debate</p> <p>Secure documents - College Board</p> <p>Completed essays - College Board rubrics</p>		
<p>Unit 10: Justice EQ: To what</p>	<p>CC1.2A - central ideas CC1.2B - evidence CC.1.2C - analyze</p>	<p>Central essay: Ta-Nehisi Coates - from <i>Between the World and Me</i> (2015)</p>	<p>Comp check Journal, discussion,</p>		<p>18 days (26 remain)</p>

<p>extent do our laws and politics reflect the values of a just society?</p>	<p>CC.1.2D - eval - pov CC.1.2E - eval - struct CC.1.2.F- eval diction/syntax CC.1.2.G - eval - media CC.1.2H - seminal text CC.1.2.J - domain vocab CC.1.2K - det meaning CC.1.2L - Read/comp</p> <p>W1.4A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions</p> <p>W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware W1.4.L - conventions</p> <p>W1.4.S - reflect -evid W1.4.T - strengthen W1.4.V - research W1.4.X - timeframe</p> <p>SL1.5A - part/collab SL1.5B - eval persp SL1.5C - integrate sources SL1.5.D - present findings</p>	<p>Classic essay: HDT - "Civil Disobedience"</p> <p>Other voices: Lincoln - "Gettysburg" Orwell - "Shooting an Elephant" JFK - "Inaugural Address" Satrapi - <i>The Complete Persepolis</i></p> <p>Essays - TBD Synthesis</p>	<p>analysis: safety, future American Dream, anaphora, repetition, fragments, pathos, ethos</p> <p>Comp check Journals, discussion, padlet: claims, logos, definition, allusions, argument/counter Vocab journals</p> <p>Comp check Journals, graphic organizers, discussion: alliteration, antithesis, pacing, tone, ethos, pathos, logos, example, classification and division, figurative lang, parallelism, antithesis, anaphora, organization, space, color, text Vocab journals</p> <p>College Board rubric</p>		
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	<p>SL1.5E - adapt speech SL1.5F - digital use SL1.5.G - command language</p>	<p>RA Argument</p> <p>Multiple choice exams</p>	<p>College Board secure documents</p>		
<p>Supplementals: <i>Thank You For Arguing</i> <i>They Say, I Say</i> <i>Everest - media</i> <i>Persepolis - media</i> <i>Freakonomics</i></p>	<p>CC1.2A - central ideas CC1.2B - evidence CC.1.2C - analyze CC.1.2D - eval - pov CC.1.2E - eval - struct CC.1.2.F- eval diction/syntax CC.1.2.G - eval - media CC.1.2H - seminal text CC.1.2.J - domain vocab CC.1.2K - det meaning CC.1.2L - Read/comp</p> <p>W1.4A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions</p> <p>W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware W1.4.L - conventions</p> <p>W1.4.S - reflect -evid W1.4.T - strengthen</p>	<p>Heinrichs - <i>Thank You for Arguing</i></p> <p>Oller - <i>They Say, I Say</i></p> <p>Satrapi <i>Persepolis</i></p> <p>Levitt, Dubner - <i>Freakonomics</i></p>	<p>Comp check Rhetor's project Discussion Journals Graphic organizers Argument museum presentation Application to real world student choice Vocab journal</p> <p>Comp check Concept presentation - groups Vocab journals</p> <p>Comp check Discussion, journals, debate: Graphic form media for difficult subject matter, use of color, imagery, narrative</p> <p>Comp checks Group projects - presentations</p>		<p>26 days</p>

	<p>W.1.4.V - research W1.4.X - timeframe</p> <p>SL1.5A - part/collab SL1.5B - eval persp SL1.5C - integrate sources SL1.5.D - present findings SL1.5E - adapt speech SL1.5F - digital use SL1.5.G - command language</p>	<p><i>Everest</i></p> <p>Salinger - <i>The Catcher in the Rye</i></p>	<p>Vocab journals</p> <p>Comp check Digital notes Discussion Grit</p> <p>Comp check Whole novel discussion - time permitting</p>		
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Danville Area School District
Course Overview and Scope and Sequence

Course Title: English 9

Content Area: English

Grade Level: 9

Date Developed: June 2023

COURSE OVERVIEW:

9th grade English is organized around thematic units of study. Each unit is driven by an essential question and supported by selections from different genres (essays, short stories, memoirs, poetry, editorials, narrative nonfiction, argument, drama, magazine articles, etc.) related to the theme. Conceptual and academic vocabulary is embedded in the readings.

Students will be asked to analyze texts, cite evidence, and respond critically to both fiction and nonfiction. We will work on sharpening reading, writing, thinking, speaking, and listening skills. In preparation for the Keystone Literature exam (10th grade), students will gain a working academic vocabulary of literary terms and concepts, as well as an understanding of how to write effective evidence-based constructed responses.

ANCHOR STANDARDS:

- L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.
- L.F.2.1 Use appropriate strategies to make and support interpretations of literature.
- L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.
- L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.
- L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.
- L.N.2.1 Use appropriate strategies to make and support interpretations of literature.
- L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

- L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
- L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

KEY COURSE TEXT AND MATERIALS:

- *myPerspectives*, Grade 9 (SAVVAS Learning Company)
- *Holt McDougal Literature*, Grade 9
- *To Kill a Mockingbird*, Harper Lee
- *The Miracle Worker*, William Gibson
- *The Joy Luck Club*, Amy Tan
- *The Adventures of Tom Sawyer*, Mark Twain

KEY ASSESSMENTS:

Formative: Bell ringers, annotations, reading questions, reading checks

Summative: Unit exams; literary analysis essay; group presentation; final exam

SCOPE AND SEQUENCE

Unit	PRIORITY STANDARDS	SUPPORTING STANDARDS	ASSESSMENT	MATERIALS	TIMEFRAME
Unit 0.5: Summer Reading, Course Orientation, & Plagiarism	CC.1.3.9–10.A	L.F.1.1	Reading questions; comprehension quizzes	<i>The Miracle Worker</i> , William Gibson; Teacher-created resources	10 days
Unit 1: American Voices/Author’s Purpose	CC.1.2.9–10.D; CC.1.2.9–10.F; CC.1.3.9–10.C	L.F.1.1; L.F.1.2; L.F.1.3; L.F.2.1; L.F.2.3; L.N.1.1	Selection exams; annotations; constructed response	<i>myPerspectives</i> , Grade 9; Holt McDougal Literature: Grade 9	20 days
Unit 1.5: <i>The Joy Luck Club</i> /Character	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.1.4.9–10.S CC.1.5.9–10.A	L.F.2.1; L.F.2.3; L.F.2.5	Reading & comprehension quizzes; reading questions & notes; literary analysis essay; graded discussion	<i>The Joy Luck Club</i> , Amy Tan; Teacher-created resources; Holt McDougal Literature: Grade 9	25 days

Unit 2: Survival/Plot & Conflict	CC.1.2.9–10.C CC.1.2.9–10.G CC.1.3.9–10.E	L.F.1.2; L.F.1.3; L.F.2.3	Selection exams; annotations; constructed response	<i>myPerspectives</i> , Grade 9; Holt McDougal Literature: Grade 9	15 days
Unit 3: The Literature of Civil Rights/Argument & Persuasion	CC.1.2.9–10.D CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.5.9–10.D	L.N.1.1; L.N.1.2; L.N.1.3; L.N.2.1; L.N.2.3;	Selection exams; annotations; oral presentation	<i>myPerspectives</i> , Grade 9; Holt McDougal Literature: Grade 9	15 days
Unit 3.5: <i>To Kill A Mockingbird</i> /Theme & Symbol	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.1.5.9–10.A	L.F.2.2; L.F.2.3; L.F.2.4; L.F.2.5	Reading & comprehension quizzes; reading questions & notes; graded discussion	<i>To Kill a Mockingbird</i> , Harper Lee; Holt McDougal Literature: Grade 9	30 days
Unit 4: Star-Crossed Romances & Shakespearean Tragedy	CC.1.3.9–10.C CC.1.3.9–10.G CC.1.4.9–10.S	L.F.1.2; L.F.1.3; L.F.2.2; L.F.2.3; L.F.2.4; L.F.2.5	Reading & comprehension exams; annotations; constructed response	<i>myPerspectives</i> , Grade 9; Holt McDougal Literature: Grade 9	30 days
Unit 5: Journeys of Transformation/The Epic	CC.1.3.9–10.C CC.1.3.9–10.E CC.1.3.9–10.F	L.F.1.2; L.F.2.3; L.F.2.4	Selection exams; annotations	<i>myPerspectives</i> , Grade 9	15 days
Unit 6: World's End/ Poetry	CC.1.3.9–10.E CC.1.3.9–10.F	L.F.2.3; L.F.2.5	Unit exam; annotations	<i>myPerspectives</i> , Grade 9; Holt McDougal Literature: Grade 9	10 days



**Danville Area School District
Course Units of Study**

Course Title: English 9 Honors

Content Area: English

Grade Level: 9

Date Developed: June-July 2023

UNIT NAME: Summer Reading, Course Orientation, & Plagiarism

UNIT OVERVIEW:

In this introductory unit, students will learn about course and school policies, with special attention to plagiarism and academic honesty. Following an assessment on plagiarism, the class will briefly review the summer reading assignment before students are assessed on their comprehension of the key ideas and details of the text. Finally, instruction on composing a constructed response (Keystone-style) will allow students to successfully write a brief, on-demand expository essay in response to a work of literature.

ESSENTIAL QUESTIONS:

- What skills and content will we work on this year?
- What skills and attitudes do we need to be successful in learning?
- What is plagiarism, what are its consequences, and how can I avoid it?
- What are the key literary terms and concepts I need to understand and analyze a narrative?
- What are the key concepts and details from *The Miracle Worker*?
- How can we effectively respond to literature in our writing?

STANDARDS:

Reading Literature

- CC.1.3.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject
- CC.1.3.9-10.C: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- CC.1.3.9-10.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

Writing

- CC.1.4.9-10.A: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- CC.1.4.9-10.C: Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- CC.1.4.9-10.E: Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC.1.4.9-10.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

COURSE TEXT AND MATERIALS: *The Miracle Worker*, William Gibson; Teacher-created slideshows & quizzes

KNOW	UNDERSTAND	DO	ASSESSMENT
Expectations for English 9 Honors. Key ideas and details from <i>The Miracle Worker</i> . Plagiarism Terms: Plagiarism, Unauthorized Aid, Direct Plagiarism,	How the literary concepts are used to create meaning in <i>The Miracle Worker</i> . What the varying types of plagiarism & academic dishonesty look like. The consequences of academic dishonesty.	Participate in class discussion. Complete assigned reading questions. Demonstrate understanding of the key ideas and details in the independent summer reading (<i>The Miracle Worker</i>). Identify different types of	Student engagement and participation in class. Completion/quality of guided reading questions. Comprehension quiz on plagiarism.

<p>Self-Plagiarism, Copyright, In-text Citation, Work Cited, Intellectual Property, Summary, Paraphrase, Quotation, Mosaic Plagiarism, Sloppy Scholarship</p> <p>Literary Terms for MW: Allusion, Antagonist, Author's Purpose, Character, Characterization, Climax, Comic Relief, Complication, Dialogue, Dramatic Irony, Epigraph, External Conflict, Exposition, Foil, Foreshadowing, Internal Conflict, Metaphor, Motivation, Protagonist, Resolution, Setting, Simile, Stage Directions, Symbol, Theme</p>	<p>Writing standards for constructed responses:</p> <ul style="list-style-type: none"> ● How to write complete sentences. ● How to write using literary conventions. ● How to correctly cite a quotation. ● How to organize writing using a thesis statement and topic sentences. 	<p>plagiarism in given scenarios.</p> <p>Recall definitions of terms (plagiarism & literary).</p> <p>Compose an on-demand constructed response that meets the outlined standards.</p>	<p>Reading exam on <i>The Miracle Worker</i>.</p> <p>Bellringer Quizzes (Google Forms)</p> <p>Constructed Response on <i>The Miracle Worker</i></p>
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UNIT NAME: **American Voices**—Author’s Purpose

UNIT OVERVIEW:

The “American Voices” unit is comprised of fiction and nonfiction texts from the workbook (Volume 1): “A Quilt of a Country,” “The Immigrant Contribution,” “American History,” and “The New Colossus.” The thematic focus of the unit is American identity and the conceptual focus is author’s purpose. The texts are read, annotated, discussed, and then students are assessed on their ability to understand the text and the literary concepts the unit focuses on (see “Know”). Performance tasks include an on-demand writing (constructed response), a nonfiction narrative, and a recitation.

ESSENTIAL QUESTIONS:

- What does it mean to be “American”?
- How is an American identity created?

STANDARDS:

Reading Informational Text

- CC.1.2.9–10.A Determine a central idea of a text and analyze its development.
- CC.1.2.9–10.C Analyze how an author unfolds an analysis or series of ideas or events.
- CC.1.2.9–10.D Determine and analyze an author’s particular point of view.
- CC.1.2.9–10.E Analyze in detail how an author’s ideas or claims are developed.
- CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.
- CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level.
- CC.1.2.9–10.J Acquire and use accurately general academic and domain-specific words and phrases.

Reading Literature

- CC.1.3.9–10.C Analyze how complex characters develop over the course of a text.
- CC.1.3.9–10.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.
- CC.1.3.9–10.E Analyze how an author’s choices concerning how to structure a text.
- CC.1.3.9–10.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.3.9–10.K Read and comprehend literary fiction on grade level.

Writing

- CC.1.4.9–10.A Write informative/explanatory texts.
 - CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.
 - CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

- CC.1.4.9–10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
- CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9–10.M Write narratives** to develop real or imagined experiences or events.
 - CC.1.4.9–10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
 - CC.1.4.9–10.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
 - CC.1.4.9–10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - CC.1.4.9–10.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.
 - CC.1.4.9–10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9–10.S (Response to Literature):** Draw evidence from literary or informational texts.
- **CC.1.4.9–10.X** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

COURSE TEXT AND MATERIALS: *myPerspectives*, Grade 9; Holt McDougal Literature: Grade 9

KNOW	UNDERSTAND	DO	ASSESSMENT
Reading/Selection Focus: <ul style="list-style-type: none"> ● Analogy ● Vivid/Precise Language ● Appeal to Authority ● Appeal to Reason ● Appeal to Emotion 	What the key ideas and details are in the assigned texts. How literary concepts and devices are used to create meaning in texts.	Participate in class discussion. Annotate texts. Read, understand, and analyze grade-level fiction and	Reading Informational Texts & Literature <ul style="list-style-type: none"> ● Classwork/Activities (ex. Analysis of author’s purpose using a graphic organizer)

<ul style="list-style-type: none"> ● Charged Language ● Internal Conflict ● External Conflict <p>Unit Focus:</p> <ul style="list-style-type: none"> ● Author's Purpose ● Author's Perspective ● Word Choice ● Tone ● Sonnet <p>Writing:</p> <ul style="list-style-type: none"> ● Nonfiction Narrative ● Dialogue 	<p>How an author's purpose is identified and achieved.</p> <p>Poetic structure with specific focus on sonnet form.</p> <p>How to annotate and actively read effectively.</p> <p>Writing standards for constructed responses.</p> <p>The characteristics of a successful nonfiction narrative.</p> <ul style="list-style-type: none"> ● "Hook" ● Structure ● Detail ● Dialogue 	<p>non-fiction with special attention to the author's purpose and perspective.</p> <p>Demonstrate understanding of the key ideas and details in the assigned texts.</p> <p>Memorize and recite a poem.</p> <p>Write a constructed response.</p> <p>Write a nonfiction narrative.</p>	<ul style="list-style-type: none"> ● Homework (ex. Comprehension questions for a reading; independent reading assignment) ● Reading Quizzes ● Selection Tests (Multiple choice exams about a specific text and the skills taught with that text) ● Literary Terms Test <p>Writing</p> <ul style="list-style-type: none"> ● Constructed response (Keystone-Style) ● Process Writing: Nonfiction Narrative (Single, meaningful, factual event) <p>Speaking & Listening</p> <ul style="list-style-type: none"> ● Class & small-group discussion ● Memorization/public reading of "The New Colossus"
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UNIT NAME: ***The Joy Luck Club***—Character

UNIT OVERVIEW:

The Joy Luck Club is Amy Tan’s best-selling classic novel of mothers and daughters. The text is 16 chapters of interconnected stories told from eight different points of view. The conceptual focus is character. Students read the text through a series of independent reading assignments, and the class reviews the completed chapters. Students are assessed on their ability to understand the text through their reading and notetaking efforts. Performance assessments include an on-demand writing and a graded discussion.

ESSENTIAL QUESTIONS:

- What does it mean to be “American,” in the context of *The Joy Luck Club*?
- How are American identities created in the context of *The Joy Luck Club*?

STANDARDS:

1.3 Reading Literature

- CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly.
- CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- CC.1.3.9–10.D Determine the point of view and analyze the impact the point of view has on the meaning of the text.

1.4 Writing

- CC.1.4.9–10.S (Response to Literature): Draw evidence from literary or informational texts.

COURSE TEXT AND MATERIALS: *The Joy Luck Club*, Amy Tan

KNOW	UNDERSTAND	DO	ASSESSMENT
Unit Focus: <ul style="list-style-type: none">• Narrator• Point of view• 1st person point of view• 3rd person limited point of view	Key ideas and details in <i>The Joy Luck Club</i> . How literary concepts and devices are used to create meaning in texts.	Read, understand, and analyze grade-level fiction with special attention to character and point of view (independently).	Reading Literature <ul style="list-style-type: none">• Classwork/Activities (ex. Analysis of character using a graphic organizer)• Homework (ex.

<ul style="list-style-type: none"> ● 3rd person omniscient point of view ● Character Traits ● Direct characterization ● Indirect characterization ● Motivation 	<p>The characteristics of a productive literary discussion.</p> <p>Writing standards for constructed responses.</p>	<p>Demonstrate understanding of the key ideas and details in the assigned texts.</p> <p>Choose from a variety of strategies to record and understand details in the text.</p> <p>Participate in whole-class and small-group discussions about the text.</p> <p>Write a constructed response.</p>	<p>Comprehension questions; independent reading assignment)</p> <ul style="list-style-type: none"> ● Reading/ Comprehension Quizzes <p>Writing</p> <ul style="list-style-type: none"> ● Constructed response (Keystone-Style) <p>Speaking & Listening</p> <ul style="list-style-type: none"> ● Graded discussion
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UNIT NAME: **Survival**—Plot & Conflict

UNIT OVERVIEW:

The “Survival” unit is comprised of fiction and nonfiction texts from the workbook (Volume 1): “The Seventh Man,” “The Moral Logic of Survivor Guilt,” and “The Voyage of the James Caird from The Endurance.” The thematic focus of the unit is what it takes to survive and the conceptual focus is plot and conflict. The texts are read, annotated, discussed, and then students are assessed on their ability to understand the text and the literary concepts the unit focuses on (see “Know”). Performance tasks include an on-demand writing (constructed response).

ESSENTIAL QUESTIONS:

- What does it take to survive?
- What are the impacts of surviving a traumatic event?

STANDARDS:

1.2 Reading Informational Text

- CC.1.2.9–10.A Determine a central idea of a text and analyze its development.
- CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says.
- CC.1.2.9–10.C Analyze how an author unfolds an analysis or series of ideas or events.
- CC.1.2.9–10.D Determine and analyze an author’s particular point of view.
- CC.1.2.9-10.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.
- CC.1.2.9-10.G Integrate and evaluate multiple sources of information presented in different media or formats
- CC.1.2.9–10.J Acquire and use general academic and domain-specific words and phrases.

1.3 Reading Literature

- CC.1.3.9-10.A Determine and analyze the relationship between two or more themes or central ideas of a text.
- CC.1.3.9–10.C Analyze how complex characters develop over the course of a text.
- CC.1.3.9–10.E Analyze how an author’s choices concerning how to structure a text.
- CC.1.3.9-10.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.3.9–10.K Read and comprehend literary fiction on grade level.

1.4 Writing

- CC.1.4.9–10.S (Response to Literature): Draw evidence from literary or informational texts.

1.5 Speaking and Listening

- CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions.

COURSE TEXT AND MATERIALS: *myPerspectives*, Grade 9; Holt McDougal Literature: Grade 9

KNOW	UNDERSTAND	DO	ASSESSMENT
<p>Reading/Selection Focus:</p> <ul style="list-style-type: none"> ● Frame story ● First person point of view ● Third person point of view ● Claim ● Specific details ● Narrative Nonfiction ● Author's Perspective <p>Unit Focus:</p> <ul style="list-style-type: none"> ● Plot ● Conflict ● Internal Conflict ● External Conflict ● Exposition ● Rising Action ● Climax ● Falling Action ● Resolution ● Chronological Order ● Flashback ● Foreshadowing 	<p>What the key ideas and details are in the assigned texts.</p> <p>How literary concepts and devices are used to create meaning in texts.</p> <p>How elements of plot and conflict are identified and manipulated by an author.</p> <p>How to annotate and actively read effectively.</p> <p>Writing standards for constructed responses.</p>	<p>Participate in class discussion.</p> <p>Annotate texts.</p> <p>Read, understand, and analyze grade-level fiction and non-fiction with special attention to plot & conflict.</p> <p>Demonstrate understanding of the key ideas and details in the assigned texts.</p> <p>Demonstrate understanding of plot and conflict as they pertain to the assigned texts.</p> <p>Write a constructed response.</p>	<p>Reading Informational Texts & Literature</p> <ul style="list-style-type: none"> ● Classwork/Activities (ex. Analysis of plot using a graphic organizer) ● Homework (ex. Comprehension questions for a reading; independent reading assignment) ● Reading Quizzes ● Selection Tests (Multiple choice exams about a specific text and the skills taught with that text) ● Literary Terms Test <p>Writing</p> <ul style="list-style-type: none"> ● Constructed response (Keystone-Style) <p>Speaking & Listening</p> <ul style="list-style-type: none"> ● Class & small-group discussion

UNIT NAME: The Literature of Civil Rights—Argument & Persuasion

UNIT OVERVIEW:

The “Literature of Civil Rights” unit is comprised of nonfiction texts from the workbook (Volume 1): “I Have A Dream” and “Lessons of Dr. Martin Luther King, Jr.” The thematic focus of the unit is the change created by words and the conceptual focus is argument and persuasion. The texts are read, annotated, discussed, and then students are assessed on their ability to understand the text and the literary concepts the unit focuses on (see “Know”). Performance tasks include a persuasive writing and a group presentation.

ESSENTIAL QUESTIONS:

- How can words inspire change?
- How do words have the power to provoke, calm, or inspire?

STANDARDS:

1.2 Reading Informational Text

- CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says.
- CC.1.2.9–10.C Analyze how an author unfolds an analysis or series of ideas or events.
- CC.1.2.9–10.D Determine and analyze an author’s particular point of view.
- CC.1.2.9-10.E Analyze and evaluate the effectiveness of the structure an author uses in his or her argument.
- CC.1.2.9–10.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.2.9–10.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- CC.1.2.9-10.I Analyze foundational U.S. and world documents of historical, political, and literary significance.
- CC.1.2.9–10.K Read and comprehend literary nonfiction on grade level.

1.5 Speaking and Listening

- CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions.
- CC.1.5.9-10.B Evaluate how the speaker’s perspective, reasoning, and use of evidence, & rhetoric affect an argument.
- CC.1.5.9-10.C Integrate multiple sources of information presented in diverse formats and media.
- CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically.
- CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.
- CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding.

COURSE TEXT AND MATERIALS:

myPerspectives, Grade 9; Holt McDougal Literature: Grade 9

KNOW	UNDERSTAND	DO	ASSESSMENT
<p>Unit Focus:</p> <ul style="list-style-type: none"> ● Argument ● Claim ● Support ● Persuasion ● Emotional Appeal ● Ethical Appeal ● Logical Appeal ● Loaded Language ● Rhetoric ● Repetition ● Parallelism ● Analogy <p>Reading/Selection Analysis:</p> <ul style="list-style-type: none"> ● Antithesis ● Allusion ● Cause-and-effect ● Transitions 	<p>What the key ideas and details are in the assigned texts.</p> <p>How literary concepts and devices are used to create meaning in texts.</p> <p>How the tools of argument and persuasion are employed in speeches.</p> <p>How to annotate and actively read effectively.</p>	<p>Participate in class discussion.</p> <p>Annotate texts.</p> <p>Read, understand, and analyze grade-level nonfiction with special attention to argument & persuasion.</p> <p>Demonstrate understanding of the key ideas and details in the assigned texts.</p> <p>Recall literary terms and their definitions.</p> <p>Demonstrate understanding of the tools of argument and persuasion as it pertains to the assigned texts.</p> <p>Conduct independent research.</p> <p>Create a presentation using digital tools.</p>	<p>Reading Informational Texts</p> <ul style="list-style-type: none"> ● Classwork/Activities (ex. Analysis of rhetorical devices using a graphic organizer) ● Homework (ex. Comprehension questions for a reading; independent reading assignment) ● Selection Tests (Multiple choice exams about a specific text and the skills taught with that text) ● Literary Terms Test <p>Writing</p> <ul style="list-style-type: none"> ● Process Writing: Persuasive (Issues & Controversies) <p>Speaking & Listening</p> <ul style="list-style-type: none"> ● Class & small-group discussion ● Group presentation on researched civil rights speech

UNIT NAME: **Star-Crossed Romances**—Shakespearean Tragedy

UNIT OVERVIEW:

The “Star-Crossed Romances” unit is comprised of William Shakespeare’s *Romeo and Juliet* from the workbook (Volume 2). The thematic focus of the unit is the conflict between fate and free will and the conceptual focus is Shakespearean tragedy. The text is read, annotated, discussed, and then students are assessed on their ability to understand the text and the literary concepts the unit focuses on (see “Know”). Performance tasks include an on-demand writing (constructed response).

ESSENTIAL QUESTIONS:

- Do we determine our own destinies?
- Should the opinions of others affect our own choices or destinies?

STANDARDS:

1.3 Reading Literature

- CC.1.3.9–10.C Analyze how complex characters develop over the course of a text.
- CC.1.3.9–10.E Analyze how an author’s choices concerning how to structure a text.
- CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem.
- CC.1.3.9–10.K Read and comprehend literary fiction on grade level.

1.4 Writing

- CC.1.4.9–10.S (Response to Literature): Draw evidence from literary or informational texts.

COURSE TEXT AND MATERIALS: *myPerspectives*, Grade 9; Holt McDougal Literature: Grade 9

KNOW	UNDERSTAND	DO	ASSESSMENT
<ul style="list-style-type: none"> • Tragedy • Tragic Hero • Protagonist • Antagonist • Foil • Soliloquy • Aside • Dramatic Irony • Comic Relief 	<p>What the key ideas and details are in the assigned texts.</p> <p>How literary concepts and devices are used to create meaning in texts.</p> <p>The elements of Shakespearean tragedy and</p>	<p>Participate in class discussion and group readings.</p> <p>Annotate texts.</p> <p>Read, understand, and analyze grade-level fiction with special attention to the elements of Shakespearean</p>	<p>Reading Literature</p> <ul style="list-style-type: none"> • Classwork/Activities (ex. Analysis of character foil using a graphic organizer) • Homework/Classwork: Guided Annotation • Reading Quizzes • Vocabulary Quizzes

<ul style="list-style-type: none"> ● Blank Verse ● Iambic Pentameter ● Allusion ● Pun ● Sonnet ● Cast of characters ● Stage Directions ● Marginal Notes 	<p>their use in <i>Romeo and Juliet</i>.</p> <p>How to annotate and actively read effectively.</p>	<p>drama.</p> <p>Demonstrate understanding of the key ideas and details in the assigned texts.</p> <p>Demonstrate understanding of drama as it pertains to the assigned text.</p> <p>Recall literary terms and their definitions.</p> <p>Write a constructed response.</p>	<ul style="list-style-type: none"> ● End of Unit Assessment <ul style="list-style-type: none"> ○ Multiple Choice Skills Exam (Shakespeare) ○ Literary Terms Test ● Writing ● Constructed response (Keystone-Style) <p>Speaking & Listening</p> <ul style="list-style-type: none"> ● Class read aloud & discussion
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UNIT NAME: **Journeys of Transformation**—The Epic

UNIT OVERVIEW:

The “Journeys of Transformation” unit is comprised of excerpts from *The Odyssey* (Volume 2 of the workbook). The thematic focus of the unit is lessons learned from a difficult journey and the conceptual focus is epic poetry. The texts are read, annotated, discussed, and then students are assessed on their ability to understand the text and the literary concepts the unit focuses on (see “Know”).

ESSENTIAL QUESTIONS:

- What can we learn from a journey?
- When does the journey matter more than the destination?

STANDARDS:

1.2 Reading Informational Text

- CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says.
- CC.1.2.9–10.C Analyze how an author unfolds an analysis or series of ideas or events.
- CC.1.2.9–10.E Analyze in detail how an author’s ideas or claims are developed.

1.3 Reading Literature

- CC.1.3.9–10.C Analyze how complex characters develop over the course of a text.
- CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.
- CC.1.3.9–10.E Analyze how an author’s choices concerning how to structure a text.
- CC.1.3.9–10.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem.
- CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- CC.1.3.9–10.K Read and comprehend literary fiction on grade level.

1.4 Writing

- CC.1.4.9–10.S (Response to Literature): Draw evidence from literary or informational texts.

COURSE TEXT AND MATERIALS: *myPerspectives*, Grade 9; Holt McDougal Literature: Grade 9

KNOW	UNDERSTAND	DO	ASSESSMENT
Unit Focus: <ul style="list-style-type: none">• Epic	What the key ideas and details are in the assigned texts.	Participate in class discussion.	Reading Literature <ul style="list-style-type: none">• Classwork/Activities

<ul style="list-style-type: none"> ● Epic Hero ● Epic Plot ● Epic Setting ● Archetypes ● Epic Themes ● Tone ● Diction ● Epic simile ● Epithet ● Allusion <p>Reading/Selection Concepts</p> <ul style="list-style-type: none"> ● Flashback 	<p>The elements of epic poetry and their application in the <i>Odyssey</i>.</p> <p>How to annotate and actively read effectively.</p>	<p>Annotate text.</p> <p>Read, understand, and analyze grade-level fiction with special attention to the elements of epic poetry.</p> <p>Demonstrate understanding of the key ideas and details in the assigned texts.</p> <p>Demonstrate understanding of epic poetry as it pertains to the assigned text.</p> <p>Recall literary terms and their definitions.</p>	<p>(ex. Analysis of character using a graphic organizer)</p> <ul style="list-style-type: none"> ● Homework (ex. Comprehension questions for a reading; independent reading assignment) ● Reading Quizzes ● End of Unit Assessments ● Multiple Choice Skills Exam (<i>Odyssey</i>) ● Literary Terms Test
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UNIT NAME: ***To Kill A Mockingbird***—Theme & Symbol

UNIT OVERVIEW:

To Kill A Mockingbird is Harper Lee’s beloved novel about a young girl’s experience in the rural American south during the Great Depression. The conceptual focus is theme and symbol. Students read the text through a series of independent reading assignments, and the class reviews the completed chapters. Students are assessed on their ability to understand the text through their reading and notetaking efforts. Performance assessments include a literary analysis essay and a graded discussion.

ESSENTIAL QUESTIONS:

- How are we transformed as we grow up?
- What are important truths we learn as we grow up?

STANDARDS:

1.3 Reading Literature

- CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly.
- CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- CC.1.3.9–10.D Determine the point of view and analyze the impact the point of view has on the meaning of the text.

1.4 Writing

- CC.1.4.9–10.S (Response to Literature): Draw evidence from literary or informational texts.

COURSE TEXT AND MATERIALS: *To Kill a Mockingbird*, Harper Lee

KNOW	UNDERSTAND	DO	ASSESSMENT
Unit Focus: <ul style="list-style-type: none"> • Theme • Symbol • Flashback • Characterization • Imagery • Setting 	Key ideas and details in <i>To Kill A Mockingbird</i> . How literary concepts and devices are used to create meaning in texts.	Read, understand, and analyze grade-level fiction with special attention to theme and symbol (independently). Choose from a variety of strategies to record and	Reading Literature <ul style="list-style-type: none"> • Classwork/Activities (ex. Analysis of character using a graphic organizer) • Homework (ex. Comprehension)

<ul style="list-style-type: none"> • Mood 	<p>The characteristics of a successful literary analysis essay.</p> <p>The characteristics of a productive literary discussion.</p>	<p>understand details in the text.</p> <p>Write a literary analysis essay.</p> <p>Participate in whole-class and small-group discussions about the text.</p>	<p>questions; independent reading assignment)</p> <ul style="list-style-type: none"> • Reading Quizzes <p>Writing</p> <ul style="list-style-type: none"> • Process Writing: Literary Analysis Essay <p>Speaking & Listening</p> <ul style="list-style-type: none"> • Class & small-group discussion • Graded Discussion
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UNIT NAME: Poetry

UNIT OVERVIEW:

The Poetry unit is comprised of poems from the 9th grade Holt McDougal Literature textbook: “My Papa’s Waltz,” “I Ask My Mother to Sing,” “Grape Sherbet,” “Today,” “Spring is like a perhaps hand,” “Elegy For the Giant Tortoises,” and “The Road Not Taken.” The conceptual focus of the unit is the language of poetry: form, sound devices, imagery, and figurative language. The texts are read, annotated, discussed, and then students are assessed on their ability to understand the text and the literary concepts the unit focuses on (see “Know”). Performance tasks include a recitation.

ESSENTIAL QUESTIONS:

- How is poetry distinct from prose? What makes a poem a poem?
- How do poets create meaning?

STANDARDS:

1.3 Reading Literature

- CC.1.3.9–10.C Analyze how complex characters develop over the course of a text.
- CC.1.3.9–10.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.
- CC.1.3.9–10.E Analyze how an author’s choices concerning how to structure a text.
- CC.1.3.9–10.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.3.9–10.K Read and comprehend literary fiction on grade level.

1.4 Writing

- CC.1.4.9–10.S (Response to Literature): Draw evidence from literary or informational texts.

1.5 Speaking and Listening

- CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions.
- CC.1.5.9–10.E Adapt speech to a variety of contexts and tasks.

COURSE TEXT AND MATERIALS: Holt McDougal Literature: Grade 9

KNOW	UNDERSTAND	DO	ASSESSMENT
<ul style="list-style-type: none">• Form• Lines• Stanzas• Traditional	How literary concepts and devices are used to create meaning in texts.	Participate in class discussion. Annotate texts.	Reading Literature <ul style="list-style-type: none">• Classwork/Activities (ex. Analysis/annotation of poem)

<ul style="list-style-type: none"> ● Organic ● Sonnet ● Free verse ● Imagery ● Figurative Language ● Simile ● Metaphor ● Personification ● Hyperbole ● Rhythm ● Rhyme ● End Rhyme ● Internal Rhyme ● Meter ● Rhyme Scheme ● Scansion ● Repetition ● Alliteration ● Assonance ● Consonance ● Speaker ● Quatrain ● Couplet 	<p>The tools of poetry and their application in the assigned texts.</p> <p>How to annotate and actively read effectively.</p>	<p>Read, understand, and analyze grade-level fiction with special attention to the elements of poetry.</p> <p>Demonstrate understanding of the key ideas and details in the assigned texts.</p> <p>Demonstrate understanding of the elements of poetry as it pertains to the assigned texts.</p> <p>Recall literary terms and their definitions.</p> <p>Memorize and recite a poem.</p>	<p>using a graphic organizer)</p> <ul style="list-style-type: none"> ● Homework (ex. Comprehension questions for a reading; independent reading assignment) ● End of Unit Assessments ● Cold-Read Multiple Choice Skills Exam (Poetry) ● Literary Terms Test <p>Speaking & Listening</p> <ul style="list-style-type: none"> ● Class & small-group discussion ● Memorization/public reading of “The Road Not Taken”
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Danville Area School District
Course Overview and Scope and Sequence

Course Title: English 10 Honors

Content Area: English

Grade Level: 10

Date Developed: June 2023

COURSE OVERVIEW:

The tenth grade course is an overview of literature across the major genres. Each unit focuses on a genre and a related theme. In classroom discussions, students further investigate philosophical and literary questions that arise in the texts. Units of study include a focus on plot, setting, mood, character development, narrative devices, theme, author's purpose, argument and persuasion, poetry, author's style and voice, history, culture, and the author. These units will confirm students' shared understanding of the elements of literature, preparing them for the Pennsylvania Keystone exam. By the end of tenth grade, students are prepared for focused literary study: American literature in grade 11 or AP language and composition, and world literature in grade 12 or AP literature and composition.

ANCHOR STANDARDS:

- L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.
- L.F.2.1 Use appropriate strategies to make and support interpretations of literature.
- L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.
- L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.
- L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in

literature. ● L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

● L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.

● L.N.2.1 Use appropriate strategies to make and support interpretations of literature.

● L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

● L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

● L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction. ●

L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

KEY COURSE TEXT AND MATERIALS:

● *myPerspectives*, Grade 10 (SAVVAS Learning Company)

● Holt McDougal Literature: Grade 10

● *Fahrenheit 451*, Ray Bradbury

● *Of Mice and Men*, John Steinbeck

● *A Lesson Before Dying*, Ernest Gaines (Honors Only)

● *Ethan Frome*, Edith Wharton (Honors Only)

● *Jane Eyre*, Charlotte Bronte (Honors Only)

KEY ASSESSMENTS:

Diagnostic: Classroom Diagnostic Tools (CDT)

Formative: Bell ringers, annotations, reading questions, reading checks

Summative: Unit exams; constructed responses; research paper; group presentation; final exam; Keystone Literature Exam

Unit 0.5: Summer Reading (Honors Only), Course Orientation, & Plagiarism	L.F.1.1	CC.1.3.9–10.A CC.1.4.9–10.G -L CC.1.4.9–10.S CC.1.4.9–10. W CC.1.4.9–10.X CC.1.5.9–10.A -B	Reading questions; comprehension quizzes (Honors Only); constructed response	<i>A Lesson Before Dying</i> (Honors); <i>A Lesson Before Dying</i> (1999 Film), dir. Joseph Sargent (Honors); Teacher-created resources	5 days	15 days (Summer Reading)

Unit1: Insidethe Nightmare: Plot, Setting, Mood; Narrative Devices; & Author’s Style & Voice	L.F.1.1; L.F.1.2; L.F.1.3; L.F.2.1; L.F.2.3	CC.1.3.9–10 .B CC.1.3.9–10 .C CC.1.3.9–10 .D CC.1.3.9–10 .F CC.1.3.9–10 .I CC.1.3.9–10.J CC.1.3.9–10.K CC.1.4.9–10.M -R CC.1.4.9–10.U CC.1.5.9–10.A-B	Selection exams; annotations; literary terms test	<i>myPerspectives</i> , Grade 10; Teacher-created resources	20days	15days
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<p>Unit2: Outsiders& Outcasts: Character; Theme & Symbol; History, Culture &theAuthor</p>	<p>L.F.2.2; L.F.2.3; L.F.2.4; L.F.2.5</p>	<p>CC.1.3.9–10 .A CC.1.3.9–10 .C CC.1.3.9–10 .E CC.1.3.9–10 .F CC.1.3.9–10 .H CC.1.3.9–10 .I CC.1.3.9–10.J CC.1.3.9–10.K CC.1.4.9–10.G -L CC.1.4.9–10.S CC.1.4.9–10.X CC.1.5.9–10.A -B</p>	<p>Reading& comprehensio n quizzes; reading questions& notes; graded discussion; literary terms test; constructed response</p>	<p><i>myPerspectives</i>, Grade 10; Teacher-created resources</p>	<p>30days</p>	<p>25days</p>
<p>Unit2A: EthanFrom e: Symbol & Motif</p>	<p>L.F.2.1; L.F.2.3; L.F.2.5</p>	<p>CC.1.3.9–10.A CC.1.3.9–10.C CC.1.3.9–10.E CC.1.3.9–10.F CC.1.3.9–10.K CC.1.5.9–10.A -B CC.1.5.9–10.C-G</p>	<p>Reading& comprehensio n quizzes; reading questions& notes; presentation</p>	<p><i>EthanFrome</i>, Edith Wharton; Teacher-created resources</p>	<p>HonorsOnly</p>	<p>15days</p>

<p>Unit2B: “Harrison Bergeron” & Fahrenheit 451: Character</p>	<p>L.F.2.1; L.F.2.3; L.F.2.5</p>	<p>CC.1.3.9–10.A CC.1.3.9–10.C CC.1.3.9–10.E CC.1.3.9–10.F CC.1.3.9–10.K CC.1.4.9–10.G -L CC.1.4.9–10.S CC.1.4.9–10.X CC.1.5.9–10.A -B CC.1.5.9–10.C -G</p>	<p>Reading & comprehension quizzes; reading questions & notes; presentation; constructed response</p>	<p><i>myPerspectives</i>, Grade 10; <i>Fahrenheit 451</i>; Teacher-created resources</p>	<p>30days</p>	<p>25days</p>
<p>Unit3: Extending Freedom’s Reach: Argument, Persuasion & Author’s Purpose</p>	<p>L.N.1.1; L.N.1.2; L.N.1.3; L.N.2.1; L.N.2.3;</p>	<p>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 .H CC.1.2.9–10 .I CC.1.2.9-10.J CC.1.2.9-10.K CC.1.4.9–10.G -L CC.1.4.9–10.S</p>	<p>Selection exams; annotations; constructed response; literary terms test</p>	<p><i>myPerspectives</i>, Grade 10; Teacher-created resources</p>	<p>15days</p>	<p>15days</p>

		CC.1.4.9–10.X CC.1.5.9–10.A -B				
Unit4: Research	L.N.2.5	CC.1.2.9–10. A CC.1.2.9–10. G CC.1.2.9–10. L CC.1.4.9–10.A -F CC.1.4.9–10.T CC.1.4.9–10.V CC.1.4.9–10. W CC.1.4.9–10.X	Thesis; notecards; outline; completed research paper	Teacher-created resources; Student-selected biographies; databases	30days	30days

Unit 4A: Jane Eyre	L.F.2.2; L.F.2.3; L.F.2.4; L.F.2.5	CC.1.3.9–10.A CC.1.3.9–10.C CC.1.3.9–10.E CC.1.3.9–10.F CC.1.3.9–10.K CC.1.4.9–10.G -L CC.1.4.9–10. S CC.1.4.9–10. X CC.1.5.9–10.	Reading & comprehensi on quizzes; annotations; constructed response	Teacher-created resources; <i>Jane Eyre</i> , Charlotte Bronte	Honors Only	(Runs concurr ently with Research)
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		A-B				
Unit 5: Virtue and Vengeance: Poetry & Drama	L.F.1.2; L.F.1.3; L.F.2.2; L.F.2.3; L.F.2.4; L.F.2.5	CC.1.3.9–10. C CC.1.3.9–10. E CC.1.3.9–10. F CC.1.3.9–10. G CC.1.3.9–10. I CC.1.3.9–10.J CC.1.4.9–10.G -L CC.1.4.9–10.S CC.1.4.9–10.X CC.1.5.9–10.A -B	Reading & comprehensi on exams; annotations; constructed response; literary terms test	<i>myPerspectives</i> , Grade 10; Holt McDougal Literature: Grade 10, Student Edition; Teacher-created resources	30 days	35 days
Unit 6: <i>Of Mice and Men</i>	L.F.2.2; L.F.2.3; L.F.2.4; L.F.2.5	CC.1.3.9–10. A CC.1.3.9–10. C CC.1.3.9–10. E CC.1.3.9–10.F CC.1.3.9–10. K CC.1.5.9–10. A-B	Reading & comprehensi on quizzes	<i>Of Mice and Men</i> , John Steinbeck Teacher-created resources	20 days	5 days



Danville Area School District
Course Overview and Scope and Sequence

Course Title: English 10/English 10 Honors

Content Area: English

Grade Level: 10

Date Developed: June 2023

COURSE OVERVIEW:

The tenth grade course is an overview of literature across the major genres. Each unit focuses on a genre and a related theme. In classroom discussions, students further investigate philosophical and literary questions that arise in the texts. Units of study include a focus on plot, setting, mood, character development, narrative devices, theme, author's purpose, argument and persuasion, poetry, author's style and voice, history, culture, and the author. These units will confirm students' shared understanding of the elements of literature, preparing them for the Pennsylvania Keystone exam. By the end of tenth grade, students are prepared for focused literary study: American literature in grade 11 or AP language and composition, and world literature in grade 12 or AP literature and composition.

ANCHOR STANDARDS:

- L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.
- L.F.2.1 Use appropriate strategies to make and support interpretations of literature.
- L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.
- L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.
- L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.

- L.N.2.1 Use appropriate strategies to make and support interpretations of literature.
- L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
- L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

KEY COURSE TEXT AND MATERIALS:

- *myPerspectives*, Grade 10 (SAVVAS Learning Company)
- Holt McDougal Literature: Grade 10
- *Fahrenheit 451*, Ray Bradbury
- *Of Mice and Men*, John Steinbeck
- *A Lesson Before Dying*, Ernest Gaines (Honors Only)
- *Ethan Frome*, Edith Wharton (Honors Only)
- *Jane Eyre*, Charlotte Bronte (Honors Only)

KEY ASSESSMENTS:

Diagnostic: Classroom Diagnostic Tools (CDT)

Formative: Bell ringers, annotations, reading questions, reading checks

Summative: Unit exams; constructed responses; research paper; group presentation; final exam; Keystone Literature Exam

SCOPE AND SEQUENCE						
Unit	PRIORITY STANDARDS	SUPPORTING STANDARDS	ASSESSMENTS	MATERIALS	TIMEFRAME (English 10)	TIMEFRAME (10 Honors)
Unit 0.5: Summer Reading (Honors Only), Course Orientation, & Plagiarism	L.F.1.1	CC.1.3.9–10.A CC.1.4.9–10.G-L CC.1.4.9–10.S CC.1.4.9–10.W CC.1.4.9–10.X CC.1.5.9–10.A-B	Reading questions; comprehension quizzes (Honors Only); constructed response	<i>A Lesson Before Dying</i> (Honors); <i>A Lesson Before Dying</i> (1999 Film), dir. Joseph Sargent (Honors); Teacher-created resources	5 days	15 days (Summer Reading)

Unit 1: Inside the Nightmare: Plot, Setting, Mood; Narrative Devices; & Author's Style & Voice	L.F.1.1; L.F.1.2; L.F.1.3; L.F.2.1; L.F.2.3	CC.1.3.9–10.B CC.1.3.9–10.C CC.1.3.9–10.D CC.1.3.9–10.F CC.1.3.9–10.I CC.1.3.9–10.J CC.1.3.9–10.K CC.1.4.9–10.M-R CC.1.4.9–10.U CC.1.5.9–10.A-B	Selection exams; annotations; literary terms test	<i>myPerspectives</i> , Grade 10; Teacher-created resources	20 days	15 days
Unit 2: Outsiders & Outcasts: Character; Theme & Symbol; History, Culture & the Author	L.F.2.2; L.F.2.3; L.F.2.4; L.F.2.5	CC.1.3.9–10.A CC.1.3.9–10.C CC.1.3.9–10.E CC.1.3.9–10.F CC.1.3.9–10.H CC.1.3.9–10.I CC.1.3.9–10.J CC.1.3.9–10.K CC.1.4.9–10.G-L CC.1.4.9–10.S CC.1.4.9–10.X CC.1.5.9–10.A-B	Reading & comprehension quizzes; reading questions & notes; graded discussion; literary terms test; constructed response	<i>myPerspectives</i> , Grade 10; Teacher-created resources	30 days	25 days
Unit 2A: Ethan Frome: Symbol & Motif	L.F.2.1; L.F.2.3; L.F.2.5	CC.1.3.9–10.A CC.1.3.9–10.C CC.1.3.9–10.E CC.1.3.9–10.F CC.1.3.9–10.K CC.1.5.9–10.A-B CC.1.5.9–10.C-G	Reading & comprehension quizzes; reading questions & notes; presentation	<i>Ethan Frome</i> , Edith Wharton; Teacher-created resources	Honors Only	15 days

Unit 2B: “Harrison Bergeron” & Fahrenheit 451: Character	L.F.2.1; L.F.2.3; L.F.2.5	CC.1.3.9–10.A CC.1.3.9–10.C CC.1.3.9–10.E CC.1.3.9–10.F CC.1.3.9–10.K CC.1.4.9–10.G-L CC.1.4.9–10.S CC.1.4.9–10.X CC.1.5.9–10.A-B CC.1.5.9–10.C-G	Reading & comprehension quizzes; reading questions & notes; presentation; constructed response	<i>myPerspectives</i> , Grade 10; <i>Fahrenheit 451</i> ; Teacher-created resources	30 days	25 days
Unit 3: Extending Freedom’s Reach: Argument, Persuasion & Author’s Purpose	L.N.1.1; L.N.1.2; L.N.1.3; L.N.2.1; L.N.2.3;	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.H CC.1.2.9–10.I CC.1.2.9-10.J CC.1.2.9-10.K CC.1.4.9–10.G-L CC.1.4.9–10.S CC.1.4.9–10.X CC.1.5.9–10.A-B	Selection exams; annotations; constructed response; literary terms test	<i>myPerspectives</i> , Grade 10; Teacher-created resources	15 days	15 days
Unit 4: Research	L.N.2.5	CC.1.2.9–10.A CC.1.2.9–10.G CC.1.2.9–10.L CC.1.4.9–10.A-F CC.1.4.9–10.T CC.1.4.9–10.V CC.1.4.9–10.W CC.1.4.9–10.X	Thesis; notecards; outline; completed research paper	Teacher-created resources; Student-selected biographies; databases	30 days	30 days

Unit 4A: <i>Jane Eyre</i>	L.F.2.2; L.F.2.3; L.F.2.4; L.F.2.5	CC.1.3.9–10.A CC.1.3.9–10.C CC.1.3.9–10.E CC.1.3.9–10.F CC.1.3.9–10.K CC.1.4.9–10.G-L CC.1.4.9–10.S CC.1.4.9–10.X CC.1.5.9–10.A-B	Reading & comprehension quizzes; annotations; constructed response	Teacher-created resources; <i>Jane Eyre</i> , Charlotte Bronte	Honors Only	(Runs concurrently with Research)
Unit 5: Virtue and Vengeance: Poetry & Drama	L.F.1.2; L.F.1.3; L.F.2.2; L.F.2.3; L.F.2.4; L.F.2.5	CC.1.3.9–10.C CC.1.3.9–10.E CC.1.3.9–10.F CC.1.3.9–10.G CC.1.3.9–10.I CC.1.3.9–10.J CC.1.4.9–10.G-L CC.1.4.9–10.S CC.1.4.9–10.X CC.1.5.9–10.A-B	Reading & comprehension exams; annotations; constructed response; literary terms test	<i>myPerspectives</i> , Grade 10; Holt McDougal Literature: Grade 10, Student Edition; Teacher-created resources	30 days	35 days
Unit 6: <i>Of Mice and Men</i>	L.F.2.2; L.F.2.3; L.F.2.4; L.F.2.5	CC.1.3.9–10.A CC.1.3.9–10.C CC.1.3.9–10.E CC.1.3.9–10.F CC.1.3.9–10.K CC.1.5.9–10.A-B	Reading & comprehension quizzes	<i>Of Mice and Men</i> , John Steinbeck Teacher-created resources	20 days	5 days



Danville Area School District
Course Overview and Scope and Sequence

Course Title: English 11

Content Area: ELA

Grade Level: 11

Date Developed: August 2023

COURSE OVERVIEW: English 11 is designed to continue the student's academic preparation in literature, composition, and grammar as well as hone communication skills. Students will continue to refine the process of writing the persuasive essay and learn revision of essays for coherence, conciseness, and variety. Students will continue to practice analyzing and interpreting what they read with the goal of becoming more critical, independent, and analytical thinkers.

ANCHOR STANDARDS:

Reading Informational Text

CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.11–12.J Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Reading Literature

CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools

CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently

Writing

CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.

CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.

CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

KEY COURSE TEXT AND MATERIALS:

My Perspectives - American Literature (Savvas), *The Crucible* (Miller), *A Raisin in the Sun* (Hansberry), *Into the Wild* (Krakauer), *The Things they Carried* (O'brien), and *The Great Gatsby* (Fitzgerald)

KEY ASSESSMENTS:

Composition: Literary analysis, Speech, Editorials (persuasion), Podcasts/Vodcasts

Grammar Quizzes

Reading Analysis quizzes and tests

Persuasive Unit Assessment

SCOPE AND SEQUENCE					
Unit	PRIORITY STANDARDS	KEY VOCAB	ASSESSMENT	MATERIALS/CONTENT	TIMEFRAME
.5 Intro Plagiarism EQ: What is plagiarism and how can I avoid it?	CC.1.4.11–12.W CC.1.2.11–12.J	Plagiarism Unauthorized Aid Direct Plagiarism Self-Plagiarism Copyright In-text Citation Work Cited Intellectual Property Summary Paraphrase Quotation Mosaic Plagiarism Sloppy Scholarship	MC test developed by department	Slideshow developed by department	2 days

Introductory Speeches	CC.1.5.11–12.D CC.1.5.11–12.F CC.1.5.11–12.G		Rubric	Teacher model Various technology	5 days
Compose an email	CC.1.4.11–12.B CC.1.4.11–12.E CC.1.4.11–12.F		Rubric	Teacher model Slideshow developed by department	1 day

<p>Unit 1 Persuasion EQ: What is the meaning of freedom?</p> <p>Intro/Whole-class learning</p> <p>Argumentative composition</p> <p>Small Group Learning</p>	<p>CC.1.2.11–12.A CC.1.2.11–12.B CC.1.2.11–12.C CC.1.2.11–12.D CC.1.2.11–12.E CC.1.2.11–12.F CC.1.2.11–12.H CC.1.2.11–12.I CC.1.2.11–12.J CC.1.2.11–12.K CC.1.2.11–12.L</p> <p>CC.1.4.11–12.G CC.1.4.11–12.H CC.1.4.11–12.I CC.1.4.11–12.J CC.1.4.11–12.K CC.1.4.11–12.L CC.1.4.11–12.T CC.1.4.11–12.V CC.1.4.11–12.W</p> <p>CC.1.2.11–12.A CC.1.2.11–12.B CC.1.2.11–12.C CC.1.2.11–12.D CC.1.2.11–12.E CC.1.2.11–12.F</p>	<p>Claim Counterclaim Counter Argument Supporting Evidence Call to Action Audience Purpose Tone</p> <p>Ethos Pathos Logos Rhetorical Devices Fallacies</p>	<p>Observation Q&A Guided Practice Practice assessment with FDR Infamy speech Selection assessment for Declaration</p> <p>Goal to compose claim, counterclaim, counterargument, and some supporting evidence</p> <p>Group analysis & Presentation</p>	<p>KWL, Prezi, selected passages from My Perspectives such as: “A New Nation” “Totally Free?” “Declaration of Independence” “Speech in the Convention” “Lincoln’s Second Inaugural Address”</p> <p>Slideshow selected passages from My Perspectives such as: “Reflections on the</p>	<p>30 - 45 days</p>
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<p>Revise argumentative composition</p>	<p>CC.1.4.11–12.G CC.1.4.11–12.H CC.1.4.11–12.I CC.1.4.11–12.J CC.1.4.11–12.K CC.1.4.11–12.L CC.1.4.11–12.T CC.1.4.11–12.V CC.1.4.11–12.W</p>		<p>Goal: add rhetorical devices and appeals to make argument more persuasive</p>	<p>Bicentennial” In addition to other selected texts such as “Pleasure of Books” “It’s perverse, but it’s also pretend.” and also Various editorials form NYT Learning Network</p>	
<p>Unit Assessment</p>	<p>CC.1.2.11–12.A CC.1.2.11–12.B CC.1.2.11–12.C CC.1.2.11–12.D CC.1.2.11–12.E CC.1.2.11–12.F CC.1.2.11–12.H CC.1.2.11–12.I CC.1.2.11–12.J CC.1.2.11–12.K CC.1.2.11–12.L</p>		<p>Teacher generated on Edulastic</p>	<p>Malala Yousefzi’s Nobel Prize acceptance speech. Retake is MLK “I Have a Dream.”</p>	
<p>Longer Text</p>	<p>CC.1.3.11–12.A CC.1.3.11–12.B CC.1.3.11–12.C CC.1.3.11–12.F CC.1.3.11–12.G CC.1.3.11–12.I CC.1.3.11–12.J CC.1.3.11–12.K</p>		<p>Annotations Guided Reading questions Selection tests</p>	<p>One of various texts suggested in MyPerspectives such as <i>The Crucible</i> Background material from various media</p>	<p>10 - 20 days</p>

<p>Podcast/Video (maybe- time dependent) & Final Editorial</p>	<p>CC.1.4.11–12.G CC.1.4.11–12.H CC.1.4.11–12.I CC.1.4.11–12.J CC.1.4.11–12.K CC.1.4.11–12.L CC.1.4.11–12.T CC.1.4.11–12.U CC.1.4.11–12.V CC.1.4.11–12.W</p>		<p>Finish argumentative composition; keep same topic or select a new one. Compose a podcast, video or some other engaging format on the same topic. Teacher generated rubric- developed from NYT example.</p>		<p>10 - 20 days</p>
<p>Unit 2 Transcendentalism EQ: Fitting in or standing out? Transcendentalism</p>	<p>CC.1.2.11–12.B CC.1.2.11–12.C CC.1.2.11–12.F CC.1.2.11–12.J CC.1.2.11–12.K CC.1.2.11–12.L CC.1.3.11–12.A CC.1.3.11–12.B CC.1.3.11–12.D CC.1.3.11–12.E CC.1.3.11–12.F CC.1.3.11–12.I CC.1.3.11–12.J CC.1.3.11–12.K CC.1.4.11–12.M CC.1.4.11–12.N CC.1.4.11–12.O</p>	<p>Transcendentalism Individualism</p>	<p>Q&A Guided Questions Aphorism analysis & illustration Original poetry</p>	<p>Videos Selected passages from My Perspectives such as: “Nature” “Self-Reliance” “Civil Disobedience” “Sweet Land of...Conformity?” Various Emily Dickinson poetry</p>	<p>15 - 20 days</p>

<p>Longer text</p>	<p>CC.1.4.11–12.R</p> <p>CC.1.2.11–12.A CC.1.2.11–12.B CC.1.2.11–12.C CC.1.2.11–12.D CC.1.2.11–12.E CC.1.2.11–12.F CC.1.2.11–12.H CC.1.2.11–12.J CC.1.2.11–12.K CC.1.2.11–12.L CC.1.3.11–12.A CC.1.3.11–12.B CC.1.3.11–12.D CC.1.3.11–12.E CC.1.3.11–12.F CC.1.3.11–12.I CC.1.3.11–12.J CC.1.3.11–12.K</p>		<p>Guided Reading Questions Annotations Dialectical Journals Editorial or Essay</p>	<p>One of various texts suggested in MyPerspectives such as <i>Into the Wild</i> and/or <i>The Things They Carried</i> Background material from various media</p>	<p>20 days</p>
<p>Unit 3 Power, Protest, Change</p> <p>EQ: In what ways does the struggle for freedom change with history?</p> <p>Whole-group learning</p>	<p>CC.1.2.11–12.A CC.1.2.11–12.B CC.1.2.11–12.C CC.1.2.11–12.D CC.1.2.11–12.E</p>		<p>Guided Reading Questions Annotations Discussion Selection Tests</p>	<p>Videos and Selected passages from My Perspectives such</p>	<p>10 days</p>

<p>Longer Text</p>	<p>CC.1.2.11–12.F CC.1.2.11–12.H CC.1.2.11–12.J CC.1.2.11–12.K CC.1.2.11–12.L CC.1.3.11–12.A CC.1.3.11–12.B CC.1.3.11–12.D CC.1.3.11–12.E CC.1.3.11–12.F CC.1.3.11–12.I CC.1.3.11–12.J CC.1.3.11–12.K</p> <p>CC.1.3.11–12.A CC.1.3.11–12.B CC.1.3.11–12.D CC.1.3.11–12.E CC.1.3.11–12.F CC.1.3.11–12.I CC.1.3.11–12.J CC.1.3.11–12.K</p>		<p>Guided Reading Questions Annotations Selection Tests</p>	<p>as: “The Zig-Zag Road to Rights” “What to the Slave is the Fourth of July?” “Ain’t I a Woman” Various poem of Langston Hughes</p> <p>One of various texts suggested in MyPerspectives such as <i>A Raisin in the Sun</i></p>	<p>20 days</p>
<p>Small Group Learning</p>	<p>CC.1.4.11–12.G CC.1.4.11–12.H CC.1.4.11–12.I CC.1.4.11–12.J CC.1.4.11–12.K CC.1.4.11–12.L CC.1.4.11–12.T CC.1.4.11–12.V CC.1.4.11–12.W CC.1.5.11–12.D CC.1.5.11–12.E CC.1.5.11–12.F CC.1.5.11–12.G</p>		<p>Podcast or Vodcast Students tap into the essential idea of the unit and create a PSA urging change. Teacher generated rubric developed from NYT learning network.</p>	<p>Various technology</p>	<p>15 days</p>

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Danville Area School District
Course Overview and Scope and Sequence

Course Title: Honors ELA
Content Area: English, writing

Grade level: 11 - honors
Date Developed: July-August 2023

COURSE OVERVIEW:

- Students in 11 honors English will explore text, media, and writing through a diverse representation of literature, authors, characters, cultures, and themes.
- Each unit focuses on an engaging topic related to an essential question which frames all unit activities and discussions.
- Instruction includes a shared reading experience, providing modeling and support, while exploring perspectives on the unit topic - leading to small group learning, independent learning, and a performance based assessment with a unit reflection.
- The units confirm students' shared understanding of the elements of literature as well as college and career ready citizens. By the end of the 11 honors year, students will be prepared to enter and study AP language and composition or 12 honors English.

Reading: Texts and media will place emphasis on sophistication of understanding- using various skills - increasing text complexity to achieve college and career ready levels. Students will demonstrate steady growth discerning more from and making fuller use of each text. The process includes making connections among ideas and between texts, considering a wider range of textual evidence and becoming aware of inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Experiences will focus on planning, revising, editing and publishing but also arguments, informative/explanatory text and writing experiences, and narratives. Students will recognize the importance of the writing-reading connection as they draw upon and write evidence from literary and informational texts. Research standards will also be prominently included because writing is a form of inquiry.

Speaking and listening: Flexible communication and collaboration will be a strong focus as students develop skills and practice formal and informal presentations; students will develop a broad use of oral communication and interpersonal skills. Students will learn to work collaboratively and independently to listen to ideas and integrate information to achieve tasks for each unit. Evaluating information - text, media, visual, quantitative data, oral discussions - will be a strong focus of all communication in the class.

Language and conventions: Conventions, effective use, and vocabulary acquisition will help students develop skills of standard written and spoken English. Students will approach language as a craft and make informed choices regarding their writing. Students will understand grade-appropriate words and phrases including their relationships and nuances as students practice the essential rules and conventions of English language.

Morrell, Ernest, Ph.D, et al. *My Perspectives: American Literature*. Savvas Learning Company, 2022.

ANCHOR STANDARDS:

Reading

- RL.11.1 - Cite evidence to support analysis of what the text explicitly says, draw inferences, and make determinations regarding uncertain text
- RL.11.2 - Determine central ideas of text and analyze development within the text; provide objective summaries for texts
- RL.11.3 - Analyze a complex set of ideas/events and explain how individuals, ideas, or events interact and develop through text
- RL.11.4 - Determine meanings of words and phrases in context and analyze how authors use and refine meaning of terms
- RL.11.5 - Analyze and evaluate the effect of author's structure (exposition and argumentative) determining whether strategies are clear, convincing, and engaging
- RL.11.6 - Determine authors' POV and how rhetoric is effective; analyze style and context regarding how choices contribute to the power and persuasiveness of a text
- RL.11.7 - Integrate and evaluate multiple sources of information to address questions or solve issues
- RL.11.8 - Delineate and evaluate the reasoning in seminal U.S. texts
- RL.11.9. - Analyze 17th-19th century foundation US historical documents for literary significance, themes, purpose, and rhetoric
- RL.11.10 - Read and comprehend literary non-fiction for 11th grade text - scaffolding as needed at the high end range

Writing

- W.11.1 - Introduce, develop, and write arguments to support precise claims, counterclaims, reasoning, and evidence in an analysis of substantive topics/texts
 - a. Precise claims - establish significance
 - b. Develop counterclaims
 - c. Use diction and syntax to create cohesion and relationships
 - d. Establish and maintain a formal style and objective tone
 - e. Provide conclusion that make connections to the argument and larger world issues
- W.11.2 - Introduce, develop, and write informative/explanatory texts to examine complex ideas and concepts
 - a. Introduce a topic so that each new element builds on previous ones creating a unified whole
 - b. Develop a topic with the most significant and relevant facts, definitions, concrete details, quotes, and other information
 - c. Use appropriate and varied transitions and syntax to create cohesion
 - d. Use precise language and domain specific vocabulary as well as figurative language
 - e. Establish and maintain a formal style and objective tone while attending the conventions of English
 - f. Provide conclusions that follow and support line of reasoning
- W.11.3 - Write narratives to develop read or imagined experiences or events using effective techniques
 - a. Engage and orient readers
 - b. Use narrative techniques - dialogue, pacing, description, reflection and plot lines to develop experiences, events, characters
 - c. Use various techniques to sequence events to create a coherent whole while building a unified tone
 - d. Use precise diction, details, and sensory language to convey a vivid experience
 - e. Provide conclusions that reflect what is experienced, observed, or resolved over the narrative
- W.11.4 - Produce clear and coherent writing where the organization and style are appropriate to the text's task
- W.11.5 - Develop and strengthen writing as needed - plan, revise, edit, rewrite, new approaches, etc

W.11.6 - Use technology to produce, publish, and update individual and shared writing products

W.11.7 - Conduct short and sustained research to answer a question or solve an issue, narrow or broaden inquiry, and synthesize multiple sources on a subject

W.11.8 - Gather relevant information from multiple authoritative print and digital sources

W.11.9 - Draw evidence from literature or information text to support analysis, reflection, and research

W.11.10 - Write routinely over extended time frames for a range of tasks

Speaking and Listening:

SL.11.1 - Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade 11 topics

- a. Come to discussion prepared - read and researched material under study - referring to evidence from text/research
- b. Work with peers to promote civil discussion and decision-making - setting goals and timeframes
- c. Propel conversations by posing probing questions, reasoning, and evidence; promote divergent and creative perspectives
- d. Respond thoughtfully to diverse perspectives and synthesize comments, claims, and evidence from all sides of an issue; determine the need for additional research to deepen the investigation

SL.11.2 - Integrate multiple sources presented in diverse formats and medias (visually, quantitatively, orally) to make informed decisions; evaluate credibility and accuracy of all sources - noting discrepancies among data

SL.11.3 - Evaluate a speaker's POV, reasoning, use of evidence and rhetorical appeals; assess stance, premise, linking of ideas, diction, points, and tone

SL.11.4 - Present organized information and evidence so that listeners can follow line of reason

SL.11.5 - Make strategic use of digital media in presentations to enhance findings, reasoning, and evidence

SL.11.6 - Adapt speech according to tasks demonstrating a command of formal English

Language

L.11.1 - Demonstrate a command of conventions of English grammar and usage - written and orally

- a. Understand usage is a matter of conventions and can change over time and is sometimes contested
- b. Resolve issues of complex or contested usage - consulting references as needed

L.11.2 - Demonstrate a command of the conventions of English capitalization, punctuation, and spelling when writing

- a. Observe hyphenation conventions
- b. Spell correctly - consulting research as needed

L.11.3 - Apply knowledge of language to understand its functions in various context and make effective choices

- a. Vary syntax for effect and apply an understanding of syntactical choices when reading

L.11.4 - Determine and clarify the meaning of unknown and multiple meaning words and phrases

- a. Use context as a clue regarding meaning
- b. Identify and correctly use patterns of word changes
- c. Consult reference materials as needed to clarify precise meaning (speech, etymology, std use)
- d. Verify meanings

L.11.5 - Demonstrate understanding of figurative language, relationships, and nuances in meaning

- a. Interpret figures of speech

b. Analyze nuances in the meanings of words with similar denotations

L.11.6 - Acquire and use accurately diction and syntax to achieve sufficient reading, writing, speaking and listening at the collegiate and career readiness level; demonstrate independence in gathering vocabulary knowledge

Morrell, Ernest, Ph.D, et al. *My Perspectives: American Literature*. Savvas Learning Company, 2022.

KEY COURSE

Texts: *My Perspectives - American Literature* (Savvas), *The Jungle* (Sinclair), *The Adventures of Huck Finn* (Twain), *The Great Gatsby* (Fitzgerald), *The Crucible* (Miller), *American Born Chinese* (Yang), *The Catcher in the Rye* (Salinger)

Supplementals: video library (*My Perspectives*); current events - news clips and various other medias including satire; discussion boards - padlet, nearpod, Google suite; technology assistance - kahoot, quizlet, Gimkit, etc

KEY ASSESSMENTS:

Instructor observation - "Share independent learning" whole and small group collaboration

Writing to sources - argument

Writing to sources - personal narrative

Writing to sources - informative essay

Writing to sources - eyewitness account

Writing to compare-contrast with a critical lens - with rubric

Writing to sources - explanatory prep for presentation

Speaking and listening - explanation talk

Speaking and listening - reading and discussion (small and large group - with rubric)

Speaking and listening - panel discussion with research component (small group to individual - with rubric)

Speaking and listening - storytelling sessions (small and large group - with rubric)

Speaking and listening - oral interpretation (small and large group - with rubric)

Speaking and listening - podcasts (small group to large group - with rubric)

Speaking and listening - dramatic reading

Share independent learning projects (with rubrics)

Reading for context, analysis, and connections with exams and unit exams

Unit reflections

Greek and Latin participation and exams

Concept vocabulary units - in text per unit - exam and research presentations

Research - project with rubric (individual with S&L presentation)

Projects - varied on unit with rubrics

SCOPE AND SEQUENCE

UNIT ESSENTIAL QUESTION	STANDARDS	CONTENT WITH SUPPLEMENTALS	ASSESSMENT	KEY VOCAB	TIME- FRAME
<p>Unit 0.5 Intro</p> <p>Plagiarism EQ: What is plagiarism and how can I avoid it?</p> <p>Summer reading EQ: Why is it important to recall difficult history? How does collective fear affect individuals and groups?</p> <p>Socratic seminar - presentations</p> <p>Who, where</p>	<p>RL.11.1 - Evidence RL.11.2 - Central idea RL.11.3 - Plot RL.11.4 - Meanings RL.11.5 - Argument eval RL.11.6 - POV eval RL.11.10 - Read</p> <p>W.11.1 - Arguments W.11.2 - Write W.11.3 - Write W.11.5 - Strengthen W.11.6 - Technology W.11.7 - Research W.11.9 - Evidence</p> <p>SL.11.1 - Collaborate SL.11.2 - Integrate SL.11.3 - Evaluate SL.11.4 - Evidence SL.11.5 - Use of media SL.11.6 - Adapt speech</p> <p>L.11.1 - Conventions L.11.2 - Conventions</p>	<p>Google orientation, rules/expectations</p> <p>Plagiarism - lecture burst Quizlet practice Quiz and contract</p> <p>The Crucible exam</p> <p>Socratic seminar Small groups with research component and peer critique</p> <p>Video model</p>	<p>Smash or trash game, observation</p> <p>Quizlet scores Exam Signed contract</p> <p>Exam scores</p> <p>Written research Small group observations Peer critiques Oral presentations</p>	<p>Plagiarism Unauthorized Aid Direct Plagiarism Self-Plagiarism Copyright In-text Citation Work Cited Intellectual Property Summary Paraphrase Quotation Mosaic Plagiarism Sloppy Scholarship</p>	<p>10 days (170 remain)</p>

from speech	L.11.3 - Knowledge of language L.11.6 -Diction and syntax	Presentations with positive notes - peer review	Written and oral presentations		
Unit 1 Writing Freedom - Words that Shaped a Nation EQ: What is the meaning of freedom?	<p>RL.11.1 - Evidence RL.11.4 - Meanings RL.11.5 - Argument eval RL.11.6 - POV eval RL.11.8 - Del & Eval US Seminal text RL.11.9 - 18th cent text RL.11.10 - Read/comp</p> <p>W.11.1 - Arguments W.11.2 - Write W.11.3 - Write W.11.4 - Organize W.11.5 - Strengthen W.11.6 - Technology W.11.7 - Research W.11.8 - Gather W.11.10 - Time frame</p> <p>SL.11.1 - Collaborate SL.11.2 - Integrate SL.11.3 - Evaluate SL.11.4 - Evidence SL.11.5 - Use of media SL.11.6 - Adapt speech</p> <p>L.11.1 - Conventions L.11.2 - Conventions L.11.3 - Knowledge of language L.11.6 -Diction and syntax</p>	<p>Intro - Shared reading (modeling) "Totally Free" 2 days</p> <p><u>Whole class learning</u> A New Nation - history/time 2 days</p> <p>"Declaration of Independence" TJ - lecture burst Inferences Interpret Generalize 4 days</p>	<p>Word network Summary Define/explain Quick write Evidence log Unit goals</p> <p>Concept vocab Integrating ideas - discussion Close read resp - journal Comp check exam Research Reflective journal Craft - appeals Conventions, style</p> <p>About the author game Concept vocab Close read Annotate Nouns and adjectives with effect activity Class discussion Comp check exam Research -</p>	<p>Confirm Demonstrate Supplement Establish Conviction</p> <p>Unalienable Constrains Tyranny Assent Acquiesce Rectitude Notice</p> <p>Unalienable Constrains Tyranny Assent Acquiesce Rectitude</p>	32 days (138 days remain)

		<p>“Preamble to the Constitution” Morris and Madison 4 days</p>	<p>defining phrases Craft - structure Analysis journal Conventions - punctuation for enumeration, syntax Writing to sources</p>		
		<p><u>Small group learning</u> “Speech in the Convention” 2 days</p>	<p>Concept vocab Close read - nouns and purpose, adjectives and effect Comp check Research to clarify Craft and structure - author’s choices Conventions - Punctuation for enumeration, serial comma, and parallelism Reflection journal Writing to sources Speech writing and presentation - text to self</p>	<p>Exercise Petition Infringed Abridging Redress Prescribed</p>	
			<p>Concept vocab Close read Annotate Author’s choices with effect</p>	<p>Infallibility Despotism Corrupted</p>	

		<p>“The American Revolution” Visual Propaganda “Join, or Die.” “The Boston Massacre” “The Bostonians in Distress” “Poor Old England” 5 days</p>	<p>Text to media - responsive writing Comp check Craft - Rhetorical devices Written responses - textual evidence Small group discussion Video evaluation</p> <p>Media vocab Written descript and analysis Comp check compare/contrast Historical perspective Create political infomercial - media studies Write to argue - claims, counterclaims, logical organization, diction and syntax, clear line of reasoning, so what, formal and objective tone, conventions Research, pre - post writing, cohesion, organization, verb tense, revise, self</p>	<p>Prejudices Salutary Integrity</p> <p>Propaganda Appeal Symbolism</p>	
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			<p>and peer eval Publishing and presenting Reflective journal</p>		
		<p>"Letter to John Adams" 3 days</p>	<p>Concept vocab Research - author Annotate two letters Make predictions Comp check Writing - author's voice - diction and syntax create tone Speeches - dramatic reading or public announcement</p>	<p>Vassals Foment Dissented</p>	
		<p>"Gettysburg Address" 1 day</p>	<p>Concept vocab Author research Comp check Craft and struct - author's choices, antithesis, juxtaposition, grammatical struct Media creation Publish</p>	<p>Dedicated Consecrate Hallow</p>	
		<p><u>Independent learning</u></p>			

		<p>"Democracy Is Not a Spectator Sport" 3 days</p> <p>"Speech to the Young" and "Speech to Progress-Toward" 2 days</p> <p>Choice - Essay, speech, poetry, short story, political document, argument 4 days</p>	<p>Analysis journal Main idea - writing Comp check</p> <p>Comp check Analysis journal Share outs</p> <p>Academic vocab Write to sources - argument Rubric: focus, organization, evidence, elaboration, conventions Unit goals revised Unit exam</p>	<p>Confirm Supplement Conviction Demonstrate Establish</p>	
<p>Unit 2 The Individual and Society - Fitting in or Standing out</p> <p>EQ: What role does individualism play in American society?</p>	<p>RL.11.1 - Evidence RL.11.2 - Central idea RL.11.3 Plot RL.11.5 - Argument eval RL.11.6 - POV eval RL.11.9 - 18th cent text RL.11.10 - Read/comp</p> <p>W.11.1 - Arguments W.11.3 - Write W.11.5 - Strengthen W.11.6 - Technology</p> <p>SL.11.1 - Collaborate SL.11.3 - Evaluate SL.11.4 - Evidence SL.11.6 - Adapt speech</p> <p>L.11.1 - Conventions</p>	<p>Whole class learning Unit goals and launch text from <i>Up from Slavery</i> 1 day</p> <p>"An American Identity" 2 days</p> <p>"The Writing of Walt Whitman: Leaves of Grass; Song of Myself"; I Hear America Sing" 3 days</p>	<p>Academic vocab Quickwrite Written summary Word network Class discussion</p> <p>Concept vocab Class discussion - integrating ideas Research to explore - author Comp check Reflective journal Craft and struct - epic theme, free verse, anaphora,</p>	<p>Significant Incident Unique Sequence Impact</p> <p>Ampler Teeming Vast Breadth Prolific Multitudes</p>	<p>26 days (112 days remain)</p>

	<p>L11.2 - Conventions L11.3 - Knowledge of language L11.4 - Meaning L11.5 - Fig lang L11.6 -Diction and syntax</p>	<p>“The Soul Selects Her Own Society; The Soul unto Itself; Fame is a Fickle Food; They Shut Me up in Prose; I’m Nobody! Who Are You?” 3 days</p> <p>Written personal narrative 3 days</p> <p><u>Small group learning</u> Working as a team with schedule 1 day</p> <p>from “Nature” and “Self Reliance” 3 days</p>	<p>catalogue (sic), exact and slant rhyme, Conventions - diction, onomatopoeia, word pairs, abstract and concrete nouns, Oral interpretations Written narrative</p> <p>Position, rules, application, and communicate Concept vocab Comp check</p> <p>Concept vocab Research to explore Craft and struct - philosophical vision Conventions - clauses Writing to sources - create narrative</p> <p>Writing - Annotate Class discussions Comp check</p> <p>Concept vocab</p>	<p>Sanctity Transcendent Redeemers</p> <p>Sufficed Superfluous Vital</p>	
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		<p>from <i>Walden</i> and "Civil Disobedience" 2 days</p> <p>"A Wagner Matinee" 2 days</p> <p><u>Independent learning</u> "Sweet Land of Conformity" 3 days</p> <p>"Young Goodman Brown" 3 days</p>	<p>Author study Comp check Written analysis Craft and struct - direct/indirect characterization Conventions - simile, metaphor, hyperbole Informative writing Present narrative Reflections Rubric</p> <p>Written reflections Presentation Peer reviews</p> <p>Comp check Central idea - written Soap box rhetoric explore Main concept - supporting ideas outline</p> <p>Unit goals revisit Unit exam</p>	<p>Overture Motifs Prelude</p>	
<p>Unit 3 Power, Protest,</p>	<p>RL.11.2 - Central idea RL.11.5 - Argument eval</p>	<p><u>Whole Class Learning</u> Unit intro</p>	<p>Unit goals Academic vocab</p>	<p>Informational</p>	<p>27 days (85 days)</p>

<p>and Change - a spirit of reform</p> <p>EQ: In what ways does the struggle for freedom change with history?</p>	<p>RL.11.6 - POV eval RL.11.8 - Delin and Eval US Seminal RL.11.9 - 18th cent text RL.11.10 - Read/comp</p> <p>W.11.1 - Arguments W.11.2- Explanatory W.11.3 - Write W.11.4 - Coherent text W.11.5 - Strengthen W.11.9 - Draw evidence W.11.11 - Routine</p> <p>SL.11.1 - Collaborate SL.11.4 - Evidence SL.11.6 - Adapt speech</p> <p>L.11.1 - Conventions L.11.3 - Knowledge of language L.11.6 -Diction and syntax</p>	<p>"The Zigzag Road to Rights" "Civil War and Social Change" 1 day</p> <p>from <i>What to the Slave is the Fourth of July?</i> 5 days</p> <p>"Perspectives on Lincoln": "The Union Must Be Preserved at All Hazards"; "Columbia Demands Her Children!"; "Long Abe a Little Longer"; "The Body of the Martyr President, Abraham Lincoln, Lying in State"; "Funeral Procession in New York City"; "Civil Rights Activists at the Lincoln Memorial" 2 days</p> <p>Small Group Learning</p>	<p>Quickwrite Written summary</p> <p>Concept vocab Comp check Class discussion - Allusions Diction Hist perspec Craft and struct - claims, counters Conventions - n & v phrases Writing to sources - informative with reflect Tone dramatic readings</p> <p>Media vocab Comp check Close review Persuas present Perspective journal Reflective journal Image gallery creation Writing - informative essay with rubric Conventions - edit, revise, publish</p> <p>Written plan</p>	<p>Inquire Verbatim Deduction Specific</p> <p>Obdurate Stolid Disparity Denounce Equivocate Conceded</p> <p>Composition Caricature Captions</p>	<p>remain)</p>
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		<p>Working as a team 1 day</p> <p>"Aint I a Woman?" 2 days</p>	<p>Written schedule</p> <p>Concept vocab Research to explore - author Comp check Written - review, clarify Present - discussion passage Craft and struct - refrain (repeated chorus for argument) Cited evidence Conventions - diction, audi aware Choice writing to sources</p>	<p>Racket Fix Obliged</p>	
		<p>"Declaration of Sentiments" 2 days</p>	<p>Concept vocab Author inform Comp check Analysis - catalog Present - choice with comment Craft and struct - allusions effect Conventions - clauses</p>	<p>Degraded Oppressed Subordinate</p>	
		<p>"The Story of an Hour" 2 days</p>	<p>Concept vocab Author research Comp check End discussion Craft and struct - theme, develop</p>		

			<p>central idea, internal monologue, juxtaposition Conventions - irony Group discussion - social group reception Presentation - social group reception</p>		
		<p><u>Independent Learning</u> "The Poetry of Langston Hughes" 2 days</p>	<p>Journal - fig lang Symbolism - research Comp check</p>		
		<p>"Poems of Social Commentary" 2 days</p>	<p>Comp check Compare - symbolism and fig lang within texts</p>		
		<p>"What a Factory Can Teach a Housewife" 2 days</p>	<p>Comp check Written citations - evidence (main concept, facts, opinions)</p>		
		<p>"A Balance between Nature and Nurture" 2 days</p>	<p>Research - nat V nut Complex language effect journal</p>		
		<p>Informative essay with</p>	<p>Rubric</p>		

		podcast 3 days	Focus and organization, evidence and elaboration, conventions Final audio record Rubric - podcast Unit goals revisit Unit exam		
		Reflection 1 days			
Unit 4 Grit and Grandeur - the importance of place EQ: What is the relationship between literature and place?	<p>RL.11.1 - Evidence</p> <p>RL.11.2 - Develop</p> <p>RL.11.4 - Meanings</p> <p>RL.11.6 - POV eval</p> <p>RL.11.9 - 18th cent text</p> <p>RL.11.10 - Read/comp</p> <p>W.11.2 - Write</p> <p>W.11.4 - Organize</p> <p>W.11.5 - Strengthen</p> <p>W.11.8 - Gather</p> <p>W.11.10 - Time frame</p> <p>SL.11.1 - Collaborate</p> <p>SL.11.2 - Integrate</p> <p>SL.11.5 - Use of media</p> <p>SL.11.6 - Adapt speech</p> <p>L.11.2 - Conventions</p> <p>L.11.3 - Knowledge of language</p> <p>L.11.4 - Meaning</p> <p>L.11.5 - Fig lang</p> <p>L.11.6 - Diction and syntax</p>	<p>Whole class learning</p> <p>Unit goals</p> <p>"Planning Your Trip to Gold Country"</p> <p>1 day</p> <p>"Bright Horizons, Challenge Realities"</p> <p>1 day</p> <p>from <i>Life on the Mississippi</i>, and "The Notorious Jumping Frog of Calaveras County"</p> <p>selections from <i>Huck Finn</i></p> <p>6 days</p>	<p>Completed goals</p> <p>Academic vocab</p> <p>Quickwrite</p> <p>Summary</p> <p>Integrating ideas</p> <p>Class discussion</p> <p>Concept vocab</p> <p>Research - author</p> <p>Close read - written analytical journal</p> <p>Class discussion</p> <p>Draw conclusions</p> <p>Evaluate motive</p> <p>Historical perspective</p> <p>Craft and Struct - anecdotes, humor, social comment, dialect, idiomatic exp, diction</p> <p>Comp check</p> <p>Writing to</p>	<p>Analyze</p> <p>Subordinate</p> <p>Literal</p> <p>Determine</p> <p>Trivialize</p> <p>Gilded</p> <p>Ornamented</p> <p>Grandeur</p> <p>Picturesquely</p> <p>Exalted</p> <p>Eminence</p> <p>Garrulous</p> <p>Exasperating</p> <p>Tedious</p> <p>Monotonous</p> <p>Interminable</p> <p>Buttonholed</p>	31 days (54 days remain)

		<p>"A White Heron" 2 days</p> <p><u>Small Group Learning</u> Working as a team 1 day</p> <p>from <i>Dust Tracks on a Road</i> 3 days</p>	<p>compare reflection</p> <p>Concept vocab Comp check Writing - respond Analyze Predict Interpret Evaluate Craft and struct - theme dev, imagery, symbolism discussion Conventions - sentence variety Debate - rubric: clear point, claim, est rules, eval</p> <p>Completed schedule</p> <p>Concept vocab Comp check Journals Review, clarify Cite passage Craft and Struct - social context, dialogue, dialect Author's style - overstatement and idioms - synthesize writing</p>	<p>Dilatory Loitered Hospitality Squalor Hermitage Quaint</p> <p>Self-assurance Forward Brazenness</p>	
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		<p>"Chicago" and "Wilderness" 2 days</p> <p>Independent Learning "The Rockpile" 2 days</p> <p>"The Latin Deli: An Ars Poetica" 2 days</p> <p>Unit w-up 1 day</p> <p><i>The Great Gatsby</i> 10 days</p>	<p>Concept vocab Comp check Journals Compare contrast speakers Place discussion Craft and struct - imagery, repetition, personification, line lengths, ellipsis</p> <p>Comp check Theme, multi meaning, and conversational and descript lang share out</p> <p>Comp check Theme, multi meaning, and figurative lang share out</p> <p>Unit goals revisit Unit exam</p> <p>Written reflections Class discussion Chapter exams</p>	<p>Brawling Wanton Cunning</p>	
<p>Unit 5 Ordinary Lives, Extraordinary Tales - the</p>	<p>RL.11.2 - Central ideas RL.11.3 - Analyze RL.11.4 - Meanings RL.11.5 - Evaluate</p>	<p>Unit intro Goals 1 day</p>	<p>Academic vocab</p>	<p>Colloquial Protagonist Tension Resolution</p>	<p>26 days (5 days remain)</p>

<p>American short story</p> <p>EQ: What do stories reveal about the human condition?</p>	<p>RL.11.10 - Read/comp</p> <p>W.11.3 - Write W.11.4 - Organize W.11.10 - Time frame</p> <p>SL.11.1 - Collaborate SL.11.4 - Present info SL.11.6 - Adapt speech</p> <p>L.11.1 - Conventions L.11.3 - Knowledge of language L.11.5 - Fig lang L.11.6 -Diction and syntax</p>	<p><u>Whole Group learning</u></p> <p>“Everyday Use” 2 days</p> <p>“Everything Stuck to Him” 2 days</p>	<p>Concept vocab Comp check Journals - make inferences, evaluate irony, historical connections Craft and struct - characterization contribution to theme Conventions - dialect and regionalism Writing workshop -narrative to life - descript Class discussion - heritage</p> <p>Concept vocab Comp check Journals - make inferences, interpret, support, judgments, historical perspectives Craft and structure - frame story - practice Conventions - pronouns and antecedents - analyze examples Improvised</p>	<p>Epiphany</p> <p>Sidle Shuffle Furtive Cowering Awkward Hangdog</p> <p>Waterfowl Letterhead Overcast Shotgun</p>	
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		<p>Small Group Learning Team position "An Occurrence at Owl Creek Bridge" 2 days</p>	<p>dialogue to analyze characters</p> <p>Schedule Concept vocab Comp check Journal - story details reflection, citing evidence Craft and struct - author's choices, POV, effect Conventions - syntax for effect, asyndeton</p>	<p>Etiquette Deference Dictum</p>	
		<p>"The Jilting of Granny Weatherall" 4 days</p>	<p>Concept vocab Comp check Journals - descriptions - effect Craft and struct - stream of conscious practice, figurative lang Conventions - literal and figurative effects Present a narrative - writing</p>	<p>Clammy Hypodermic Dyspepsia</p>	
		<p>Independent learning "Tell-Tale Heart" 3 days</p>	<p>Comp check Journaling - horror genre, gothic, first person, archaic</p>		

		<p>"Ambush" 2 days</p> <p><i>American Born Chinese</i> 10 days</p>	<p>lang, reliable narrator</p> <p>Comp check Journaling - nonlinear effect - writing, flashback writing, multiple meanings, resp to future</p> <p>Comp check <u>Journals</u> - synthesis</p>		
<p>Final:</p> <p><i>The Catcher in the Rye</i></p> <p>EQ: How does one form an identity and be true to self?</p>	<p>RL.11.1 - Evidence RL.11.2 - Central idea RL.11.3 - Analyze RL.11.4 - Det meaning RL.11.5 - Evaluate RL.11.6 - POV RL.11.10 - Read/comp</p> <p>W.11.1 - Claim W.11.2 - Write W.11.4 - Organize W.11.5 - Strengthen W.11.9 - Evidence W.11.10 - Time frame</p> <p>L.11.1 - Conventions L.11.2 - Conventions L.11.3 - Knowledge of language L.11.5 - Fig lang L.11.6 -Diction and syntax</p>	<p>Independent study Five days <i>The Catcher in the Rye</i></p>	<p>Journals - word meanings, themes, central ideas, POV, author's choices, evaluate Comp check - exam Essay - claim, process, evidence, commentary, relevance, conventions</p>		<p>5 days - final schedule</p>



Danville Area School District
Course Overview and Scope and Sequence

Course Title: 12th Grade English
Content Area: English, writing

Grade level: 12
Date Developed: August 2023

COURSE OVERVIEW:

- Students in British and World Literature will read, determine, and analyze text to determine central ideas, themes, structure, organization, diction, and syntax.
- Students will use critical thinking, reflection, and writing skills to evaluate a variety of college level texts and their various styles.
- Students will learn to read closely and understand the process of critical analysis while developing an understanding of the author's intent and effect.
- Students will develop higher level and critical thinking skills - encouraging students to examine materials from multiple perspectives and include expository, argumentative, analytical, and narrative writing responses.
- Students will gain a college-career ready understanding of awareness and analysis of language, composition, and effective communication.
- Students will practice writing in a variety of forms and styles of analytical and persuasive writings: journals, reflective writing, research papers, vignettes, and narratives and will practice the writing process including conferencing and revising and rewriting.

"Holt McDougal Literature: Grade 12." Holt McDougal, 2012.

Reading focus areas:

- Interact with text through close reading, analysis, and interpretation
- Engage and interact with text to discern not only the craft of the writer, but the connectivity to other texts
- Cite evidence to support claims and resolutions
- Read and analyze British documents of historical and literary significance, including how each addresses related themes and concepts.

Writing focus areas:

- Write routinely over extended periods (research, reflection, and revision) and shorter periods (single sittings) for a range of tasks, purposes, and audiences.
- Establish and sustain a precise controlling idea/claim/counterclaim/position choosing sophisticated organizational strategies: clear and well-defined intro, body, and relevancy evidence.
- Choose an effective style, tone, and POV

- Build knowledge on a subject through research projects and responding analytically to literary and informational sources.

Speaking and listening focus areas:

- Listening attentively and critically, responding thoughtfully, and building upon the ideas of others.
- Talking about texts in order to develop knowledge of academic language and conceptual understanding
- Discuss and make connections among multiple texts using intra-, inter-, and extratextual questions

Language and conventions focus areas:

- Demonstrate a command of standard English: grammar, usage, mechanics, precise language, and varied syntax
- Acquire and use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-career readiness level
- Demonstrate independence in gathering vocabulary knowledge

“English Language Arts: Grade 11-12 PA Common Core Standards.” *Department of Education, 2023,*

file:///C:/Users/lschwartz/Downloads/PACore%20ELA%206-12_March%202014%20UA%20(1).pdf.

ANCHOR STANDARDS:

Reading

CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently

CC.1.3.11-12.A CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text - development and interaction of the central ideas; provide an objective summary of the text

CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text

CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. .

CC.1.3.11–12.F Evaluate how words and phrases shape the context and style of a text.

CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. One play by Shakespeare - Macbeth).

CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11-12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.11–12.J Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.11–12.L Read and comprehend literary fiction and informational text on grade level, reading independently and proficiently

Writing

Informative

CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11–12.C Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension

CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension

CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing

CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

Argumentative

CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

Narrative

CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.

CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing: parallel structure; various types of phrases and clauses to convey specific meanings and add variety and interest; precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task

CC.1.5.11–12E Adapt speech to a variety of contexts and tasks

CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence

CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

KEY COURSE

Texts: *Holt McDougal Literature: British Literature; Frankenstein (Shelly); The Strange Case of Dr. Jekyll and Mr. Hyde (Stevenson); Animal Farm (Orwell); Macbeth (Shakespeare); Lord of the Flies (Golding); Gulliver’s Travels (Swift); Dracula (Stoker); Oedipus Rex (Sophocles); Antigone (Sophocles)*

Supplementals: video/media library (*Holt McDougal*); current events - news clips and various other medias including satire; discussion boards - padlet, nearpod, Google suite; technology assistance - kahoot, quizlet, Gimkit, etc; resume and cover letter - teacher created - templates

KEY ASSESSMENTS:

Instructor observation - “Share independent learning” whole, small group, and individual collaboration

McDougal textbook rubrics

Teacher created rubrics for short research and writing (including journals)

Reading checks

Multiple choice exams - Holt McDougal

Research with checkbrics

Projects - varied on units with teacher created rubrics

SCOPE AND SEQUENCE					
UNIT ESSENTIAL QUESTION	STANDARDS	CONTENT WITH SUPPLEMENTALS	ASSESSMENT	KEY VOCAB	TIME-FRAME
Unit 0.5 Intro Plagiarism EQ: What is plagiarism and how can I avoid it?	CC1.2A - central ideas CC1.2B - evidence CC.1.2C - analyze CC1.2.D - eval POV CC.1.2.E - eval struct CC.1.2.F- eval diction/syntax CC.1.2.J - domain vocab CC.1.2K - det meaning	Google orientation, rules/expectations Plagiarism - lecture burst Quizlet practice Quiz and contract Sophocles - <i>Oedipus Rex</i> and <i>Antigone</i>	Smash or trash game, observation Quizlet scores Exam Signed contract Exam scores Short responses -	Plagiarism Unauthorized Aid Direct Plagiarism Self-Plagiarism Copyright In-text Citation Work Cited Intellectual Property	10 days (170 remain)

<p>Summer reading EQ: What was the impact of industrialization on American Society?</p> <p>College essays</p> <p>Presentations of topics</p>	<p>CC.1.2L - Read/comp</p> <p>W1.4.A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E, K, Q- style aware W1.4.F, L, R- conventions W1.4.M - real event W1.4.N - engage orient W1.4.O - techniques W1.4.P - progression W1.4.S - reflect evid W1.4.T - dev/strength W1.4.U - tech W1.4.V - research W1.4.W - assess resrh W1.4.X - write - time</p> <p>SL1.5A - part/collab SL1.5B - eval persp SL1.5.C - integrate SL1.5.D - present SL1.5E - adapt speech SL1.5F - digital use SL1.5.G - command language</p>	<p>College essays</p> <p>Presentations with positive notes - peer review (essay topics)</p>	<p>written</p> <p>Completed outlines, research, and essays Peer critiques Writer's conferences</p> <p>Observations Peer critiques Oral presentations Post it prize memo Reflections</p>	<p>Summary Paraphrase Quotation Mosaic Plagiarism Sloppy Scholarship</p> <p>Others determined by individual readers for this unit</p>	
<p>Unit 1 The Anglo-Saxon and Medieval Periods - 449-1485</p> <p>EQ(s): What</p>		<p>Introduction - Anglo Saxon and Medieval period - historical context (3 days)</p>	<p>Completed research an Google quiz scores Timeline - digital</p>	<p>Britons Angles, Saxons Angle-land Vikings Monasteries Epic</p>	<p>41 days (129 remain)</p>

<p> makes a true hero? Who really shapes society? Does fate control our lives? Can people live up to high ideals? </p>		<p> Epic: from <i>Beowulf</i> Where do Monsters Lurk? Vocabulary in context Grammar and Style - create imagery Read-write connect - Features to life analysis Criticism - Grendel POV (10 days) </p>	<p> Completed quick write Digital match Journals: and discussion: alliteration, universal theme, tone, kenning, summaries and reflections, speech tone, clarification, caesuras, tired discussions, imagery, allusions, homographs, settings - effects, clarification, compare/contrast Graphic organizers: setting, characterization, motives, connotations, author's purpose and effect Vocab in context Academic writing - </p>	<p> Monarch Feudal system Black Death Frame story Chivalry Ballads Courtly love Stock epithets Kennings Hero Setting Plot Dialogue Theme Style Diction Tone Universal theme Alliteration Caesura Affliction Gorge Infamous Lair Livid Loathsome Purge Talon </p>	
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			<p>concept of hero change Grammar and style - imagery focus - adj and verb Kahoot and quizlet participation Comp checks - 6 Final project - 4 choices - rubric</p>		
		<p>Venerable Bede How do dreams inspire you? Author research Author's purpose 2 days</p>	<p>Completed quick write Author fact finding quiz Mind map analysis Journal and discussion - historical purpose, author's purpose, conclusions Comp check Dreams that inspire writing - emulation final</p>	<p>Biography Abbot Devout Deacon Integrity</p>	
		<p>Chaucer: "The Prologue" from <i>The Canterbury Tales</i> What makes a great character? "The Wife of Bath's Prologue"; "The Wife of Bath's Tale" Do men understand women</p>	<p>Author research quiz - google class Modern lang exercise - writing Text to graphic Completed study guide with graphics, reflective journals, analysis,</p>	<p>Characterization Courtliness Sedately Personable Accrue Malady Entreaty</p>	

	<p>"The Pardoner's Prologue"; "The Pardoner's Tale" What has the power to corrupt? (18 days)</p>	<p>evaluation of characterization and motives and Chaucer's why Grammar and style exercises in text Writing in context exercise Vocab journals Graphic organizers - complete Irony responsive journals Comp checks Final project - choice of four</p>	<p>Avarice Castigate Parley Exemplum Foreshadow Implore Crone Sovereignty Bequeath Temporal Rebuke</p>	
	<p>Translated by John Gardner: <i>Sir Gawain and the Green Knight</i> Is honor worth dying for? (4 days)</p>	<p>Google research quiz Quickwrite Journals and discussion: inferences, connect to chivalry, character traits, situational irony, comparisons Social context - debate/discussion Comp check</p>	<p>Medieval romance Speculate Theology Fidelity Prose Abstract Explicitly</p>	
	<p>Written analysis - poetry (choose an essential question) 3 days</p>	<p>Planning sheet Rough draft Revised copy Published to site McDougal rubric</p>		

		Unit exam with vocab and editing skills test 1 day	Exam score		
Unit 2 The English Renaissance - 1485 - 1660		<p>Historical context</p> <p>Spenser: "Sonnet 30; Sonnet 75: Shakespeare: "Sonnet 18; Sonnet 29; Sonnet 116; Sonnet 130" Petrarch: "Sonnet 90; Sonnet 292"</p> <p>Macbeth - Acts I - V Media study</p> <p>More: from Utopia</p> <p>Queen Elizabeth I: "Speech before..."</p> <p>Female Orations: Lanier - "Eve's Apology in Defense..."</p> <p>Milton: from <i>Paradise Lost</i></p> <p>Donne: "A Valediction...; Holy Sonnet 10; Meditation 17"</p> <p>Marvell: "To His Coy Mistress" Herrick: "To Virgins..." Lovelace: "To Althea..."</p>			

		Writing workshop: blog			
Unit 3: The Restoration and the 18th Century		<p>Historical context</p> <p>Pepys: from The Diary of Samuel Pepys</p> <p>Swift: "Modest Proposal"</p> <p><i>Gulliver's Travels</i></p> <p>Johnson: "Dictionary of the English Language - Preface"</p> <p>Wollstonecraft: from A Vindication of..."</p> <p>Writing workshop: speech</p>			
Unit 4: The Flowering of Romanticism 1798 - 1832		<p>Historical context</p> <p>Blake</p> <p>Wordsworth</p> <p>Coleridge</p> <p>Shelly</p> <p>Frankenstein</p> <p>Keats</p> <p>Writing workshop - feature article</p>			
Unit 5: The Victoians		<p>Tennyson</p> <p>Browning</p> <p>Gaskell</p> <p>Carlyle</p> <p>Arnold</p>			

		Writing workshop - power presentations			
Unit 6: Modern and Contemporary Literature		T.S Eliot Lawrence Yeats Joyce Orwell Churchill Heaney Hughes Gordimer Writing workshop - narrative Resumes and cover letters			
Supplementals: <i>Lord of the Flies</i> <i>Dracula</i>	<p>CC.1.2A - central ideas</p> <p>CC.1.2B - evidence</p> <p>CC.1.2C - analyze</p> <p>CC.1.2D - eval - pov</p> <p>CC.1.2E - eval - struct</p> <p>CC.1.2.F- eval diction/syntax</p> <p>CC.1.2.G - eval - media</p> <p>CC.1.2H - seminal text</p> <p>CC.1.2.J - domain vocab</p> <p>CC.1.2K - det meaning</p> <p>CC.1.2L - Read/comp</p> <p>W1.4A - informative writing</p> <p>W1.4.B - sharp focus</p> <p>W1.4.C - develop</p> <p>W1.4.D - organize</p> <p>W1.4.E - style aware</p> <p>W1.4.F - conventions</p>		<p>Comp check</p> <p>Rhetor's project</p> <p>Discussion</p> <p>Journals</p> <p>Graphic organizers</p> <p>Argument museum presentation</p> <p>Application to real world student choice</p> <p>Vocab journal</p> <p>Comp check</p> <p>Concept presentation - groups</p> <p>Vocab journals</p> <p>Comp check</p> <p>Discussion,</p>		days

	<p>W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware W1.4.L - conventions</p> <p>W1.4.S - reflect -evid W1.4.T - strengthen W1.4.V - research W1.4.X - timeframe</p> <p>SL1.5A - part/collab SL1.5B - eval persp SL1.5C - integrate sources SL1.5.D - present findings SL1.5E - adapt speech SL1.5F - digital use SL1.5.G - command language</p>		<p>journals, debate: Graphic form media for difficult subject matter, use of color, imagery, narrative</p> <p>Comp checks Group projects - presentations Vocab journals</p> <p>Comp check Digital notes Discussion Grit</p> <p>Comp check Whole novel discussion - time permitting</p>		
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Danville Area School District
Course Overview and Scope and Sequence

Course Title: Honors British and World Literature
Content Area: English, writing

Grade level: 12
Date Developed: August 2023

COURSE OVERVIEW:

- Students in British and World Literature will read, determine, and analyze text to determine central ideas, themes, structure, organization, diction, and syntax.
- Students will use critical thinking, reflection, and writing skills to evaluate a variety of college level texts and their various styles.
- Students will learn to read closely and understand the process of critical analysis while developing an understanding of the author's intent and effect.
- Students will develop higher level and critical thinking skills - encouraging students to examine materials from multiple perspectives and include expository, argumentative, analytical, and narrative writing responses.
- Students will gain a college-career ready understanding of awareness and analysis of language, composition, and effective communication.
- Students will practice writing in a variety of forms and styles of analytical and persuasive writings: journals, reflective writing, research papers, vignettes, and narratives and will practice the writing process including conferencing and revising and rewriting.

"Holt McDougal Literature: Grade 12." Holt McDougal, 2012.

Reading focus areas:

- Interact with text through close reading, analysis, and interpretation
- Engage and interact with text to discern not only the craft of the writer, but the connectivity to other texts
- Cite evidence to support claims and resolutions
- Read and analyze British documents of historical and literary significance, including how each addresses related themes and concepts.

Writing focus areas:

- Write routinely over extended periods (research, reflection, and revision) and shorter periods (single sittings) for a range of tasks, purposes, and audiences.
- Establish and sustain a precise controlling idea/claim/counterclaim/position choosing sophisticated organizational strategies: clear and well-defined intro, body, and relevancy evidence.
- Choose an effective style, tone, and POV

- Build knowledge on a subject through research projects and responding analytically to literary and informational sources.

Speaking and listening focus areas:

- Listening attentively and critically, responding thoughtfully, and building upon the ideas of others.
- Talking about texts in order to develop knowledge of academic language and conceptual understanding
- Discuss and make connections among multiple texts using intra-, inter-, and extratextual questions

Language and conventions focus areas:

- Demonstrate a command of standard English: grammar, usage, mechanics, precise language, and varied syntax
- Acquire and use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-career readiness level
- Demonstrate independence in gathering vocabulary knowledge

“English Language Arts: Grade 11-12 PA Common Core Standards.” *Department of Education, 2023,*

file:///C:/Users/lschwartz/Downloads/PACore%20ELA%206-12_March%202014%20UA%20(1).pdf.

ANCHOR STANDARDS:

Reading

CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently

CC.1.3.11-12.A CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text - development and interaction of the central ideas; provide an objective summary of the text

CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text

CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. .

CC.1.3.11–12.F Evaluate how words and phrases shape the context and style of a text.

CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. One play by Shakespeare - Macbeth).

CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11-12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.11–12.J Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.11–12.L Read and comprehend literary fiction and informational text on grade level, reading independently and proficiently

Writing

Informative

CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11–12.C Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension

CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension

CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing

CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

Argumentative

CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

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<p>Unit 1 The Anglo-Saxon and Medieval Periods - 449-1485</p> <p>EQ(s): What</p>		<p>Introduction - Anglo Saxon and Medieval period - historical context (3 days)</p>	<p>Completed research an Google quiz scores Timeline - digital</p>	<p>Britons Angles, Saxons Angle-land Vikings Monasteries Epic</p>	<p>41 days (129 remain)</p>

<p> makes a true hero? Who really shapes society? Does fate control our lives? Can people live up to high ideals? </p>		<p> Epic: from <i>Beowulf</i> Where do Monsters Lurk? Vocabulary in context Grammar and Style - create imagery Read-write connect - Features to life analysis Criticism - Grendel POV (10 days) </p>	<p> Completed quick write Digital match Journals: and discussion: alliteration, universal theme, tone, kenning, summaries and reflections, speech tone, clarification, caesuras, tired discussions, imagery, allusions, homographs, settings - effects, clarification, compare/contrast Graphic organizers: setting, characterization, motives, connotations, author's purpose and effect Vocab in context Academic writing - </p>	<p> Monarch Feudal system Black Death Frame story Chivalry Ballads Courtly love Stock epithets Kennings Hero Setting Plot Dialogue Theme Style Diction Tone Universal theme Alliteration Caesura Affliction Gorge Infamous Lair Livid Loathsome Purge Talon </p>	
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			<p>concept of hero change Grammar and style - imagery focus - adj and verb Kahoot and quizlet participation Comp checks - 6 Final project - 4 choices - rubric</p>		
		<p>Venerable Bede How do dreams inspire you? Author research Author's purpose 2 days</p>	<p>Completed quick write Author fact finding quiz Mind map analysis Journal and discussion - historical purpose, author's purpose, conclusions Comp check Dreams that inspire writing - emulation final</p>	<p>Biography Abbot Devout Deacon Integrity</p>	
		<p>Chaucer: "The Prologue" from <i>The Canterbury Tales</i> What makes a great character? "The Wife of Bath's Prologue"; "The Wife of Bath's Tale" Do men understand women</p>	<p>Author research quiz - google class Modern lang exercise - writing Text to graphic Completed study guide with graphics, reflective journals, analysis,</p>	<p>Characterization Courtliness Sedately Personable Accrue Malady Entreaty</p>	

	<p>"The Pardoner's Prologue"; "The Pardoner's Tale" What has the power to corrupt? (18 days)</p>	<p>evaluation of characterization and motives and Chaucer's why Grammar and style exercises in text Writing in context exercise Vocab journals Graphic organizers - complete Irony responsive journals Comp checks Final project - choice of four</p>	<p>Avarice Castigate Parley Exemplum Foreshadow Implore Crone Sovereignty Bequeath Temporal Rebuke</p>	
	<p>Translated by John Gardner: <i>Sir Gawain and the Green Knight</i> Is honor worth dying for? (4 days)</p>	<p>Google research quiz Quickwrite Journals and discussion: inferences, connect to chivalry, character traits, situational irony, comparisons Social context - debate/discussion Comp check</p>	<p>Medieval romance Speculate Theology Fidelity Prose Abstract Explicitly</p>	
	<p>Written analysis - poetry (choose an essential question) 3 days</p>	<p>Planning sheet Rough draft Revised copy Published to site McDougal rubric</p>		

		Unit exam with vocab and editing skills test 1 day	Exam score		
Unit 2 The English Renaissance - 1485 - 1660		<p>Historical context</p> <p>Spenser: "Sonnet 30; Sonnet 75: Shakespeare: "Sonnet 18; Sonnet 29; Sonnet 116; Sonnet 130" Petrarch: "Sonnet 90; Sonnet 292"</p> <p>Macbeth - Acts I - V Media study</p> <p>More: from Utopia</p> <p>Queen Elizabeth I: "Speech before..."</p> <p>Female Orations: Lanier - "Eve's Apology in Defense..."</p> <p>Milton: from <i>Paradise Lost</i></p> <p>Donne: "A Valediction...; Holy Sonnet 10; Meditation 17"</p> <p>Marvell: "To His Coy Mistress" Herrick: "To Virgins..." Lovelace: "To Althea..."</p>			

		Writing workshop: blog			
Unit 3: The Restoration and the 18th Century		<p>Historical context</p> <p>Pepys: from The Diary of Samuel Pepys</p> <p>Swift: "Modest Proposal"</p> <p><i>Gulliver's Travels</i></p> <p>Johnson: "Dictionary of the English Language - Preface"</p> <p>Wollstonecraft: from A Vindication of..."</p> <p>Writing workshop: speech</p>			
Unit 4: The Flowering of Romanticism 1798 - 1832		<p>Historical context</p> <p>Blake</p> <p>Wordsworth</p> <p>Coleridge</p> <p>Shelly</p> <p>Frankenstein</p> <p>Keats</p> <p>Writing workshop - feature article</p>			
Unit 5: The Victoians		<p>Tennyson</p> <p>Browning</p> <p>Gaskell</p> <p>Carlyle</p> <p>Arnold</p>			

		Writing workshop - power presentations			
Unit 6: Modern and Contemporary Literature		T.S Eliot Lawrence Yeats Joyce Orwell Churchill Heaney Hughes Gordimer Writing workshop - narrative Resumes and cover letters			
Supplementals: <i>Lord of the Flies</i> <i>Dracula</i>	<p>CC.1.2A - central ideas</p> <p>CC.1.2B - evidence</p> <p>CC.1.2C - analyze</p> <p>CC.1.2D - eval - pov</p> <p>CC.1.2E - eval - struct</p> <p>CC.1.2.F- eval diction/syntax</p> <p>CC.1.2.G - eval - media</p> <p>CC.1.2H - seminal text</p> <p>CC.1.2.J - domain vocab</p> <p>CC.1.2K - det meaning</p> <p>CC.1.2L - Read/comp</p> <p>W1.4A - informative writing</p> <p>W1.4.B - sharp focus</p> <p>W1.4.C - develop</p> <p>W1.4.D - organize</p> <p>W1.4.E - style aware</p> <p>W1.4.F - conventions</p>		<p>Comp check</p> <p>Rhetor's project</p> <p>Discussion</p> <p>Journals</p> <p>Graphic organizers</p> <p>Argument museum presentation</p> <p>Application to real world student choice</p> <p>Vocab journal</p> <p>Comp check</p> <p>Concept presentation - groups</p> <p>Vocab journals</p> <p>Comp check</p> <p>Discussion,</p>		days

	<p>W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware W1.4.L - conventions</p> <p>W1.4.S - reflect -evid W1.4.T - strengthen W1.4.V - research W1.4.X - timeframe</p> <p>SL1.5A - part/collab SL1.5B - eval persp SL1.5C - integrate sources SL1.5.D - present findings SL1.5E - adapt speech SL1.5F - digital use SL1.5.G - command language</p>		<p>journals, debate: Graphic form media for difficult subject matter, use of color, imagery, narrative</p> <p>Comp checks Group projects - presentations Vocab journals</p> <p>Comp check Digital notes Discussion Grit</p> <p>Comp check Whole novel discussion - time permitting</p>		
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Danville Area School District
Course Overview and Scope and Sequence

Course Title: Journalism 1

Content Area: English

Grade Level:

Date Developed: June 2023

COURSE OVERVIEW:

ANCHOR STANDARDS:

CC.1.2.9–10.L and CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.2.9–10.B and CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

CC.1.2.9–10.E and CC.1.2.11–12.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.1.2.9–10.C and CC.1.2.11–12.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CC.1.5.9–10.A and CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CC.1.2.9–10.G Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

CC.1.4.9–10.X and CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience

CC.1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.9–10.J Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. .

CC.1.2.9–10.K and CC.1.2.11-12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.5.9–10.D and CC.1.5.11-12.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

CC.1.5.9–10.F and CC.1.5.11-12.D Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence

CC.1.2.9–10.A and CC.1.2.11-12.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.1.2.9–10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.

CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.2.9–10.L and CC.1.2.11-12.J Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.4.9–10.B and CC1.4.11-12.B Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.9–10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.1.2.9–10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CC.1.2.9–10.L and CC.1.2.11-12.J Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.4.9–10.C and CC.1.4.11–12.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.9–10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aid comprehension; provide a concluding statement or section.

CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9–10.F and CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9–10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

CC.1.4.9–10.V and CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.4.9–10.X and CC.1.4.11–12.V Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.1.2.9–10.J and CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.4.9–10.M and CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.

CC.1.4.9–10.O and CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9–10.Q and CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.

KEY COURSE TEXT AND MATERIALS:

KEY ASSESSMENTS:

Diagnostic:
Formative:
Summative:

SCOPE AND SEQUENCE

Unit	PRIORITY STANDARDS	SUPPORTING STANDARDS	ASSESSMENT	MATERIALS	TIMEFRAME
Unit 1: News Media Literacy	CC.1.2.9–10.L CC.1.2.11–12.L CC.1.2.9–10.B CC.1.2.11–12.B CC.1.2.9–10.E CC1.2.11–12.E CC.1.2.11–12.G CC.1.2.9–10.C CC1.2.11–12.C CC.1.5.9–10.A CC.1.5.11–12.A CC.1.4.9–10.X CC.1.4.11–12.X		Student engagement and participation in group discussions Student engagement and participation in class activities. Student journals.	JEA.org Curriculum FreedomForum website Frontline video Rand corporation	10- 15 Days (Approx. 3 academic Weeks)
Unit 2: News Media Law and Ethics	CC.1.2.9–10.I CC.1.2.11–12.I CC.1.2.9–10.J		Student engagement and participation in		10- 15 Days (Approx. 3 academic Weeks)

	<p>CC.1.2.11-12.J CC.1.2.9-10.K CC.1.2.11-12.K CC.1.2.9-10.L CC.1.2.11-12.L CC.1.4.9-10.E CC.1.4.11-12.E CC.1.4.9-10.X CC.1.4.11-12.X CC.1.5.9-10.A CC.1.5.11-12.A CC.1.5.9-10.D CC.1.5.11-12.D CC.1.5.9-10.F CC.1.5.11-12.D</p>		<p>group discussions</p> <p>Student engagement and participation in class activities.</p> <p>Student journals.</p>		
Unit 3: News Gathering & Interviewing	<p>CC.1.2.9-10.A CC.1.2.11-12.A CC.1.2.9-10.D CC.1.2.11-12.D CC.1.2.9-10.J CC.1.2.11-12.J CC.1.2.9-10.L CC.1.4.9-10.B CC1.4.11-12.B CC.1.4.9-10.U CC.1.4.9-10.V CC.1.4.11-12.V CC.1.4.9-10.X CC.1.5.9-10.A CC1.5.11-12.A</p>		<p>Student engagement and participation in group discussions</p> <p>Student engagement and participation in class activities.</p> <p>Student journals.</p>	<p>JEA.org Curriculum Freedom Forum</p> <p><i>The Radical Write</i> 3rd Edition by Bobby Hawthorne</p> <p><i>A Newshound's Guide to Student Journalism</i> by Katina Paron and Javier Guelfi</p> <p>HumansofNewYork</p>	10- 15 Days (Approx. 3 academic Weeks)
Unit 4: Copywriting	<p>CC.1.2.9-10.E CC.1.2.11-12.E CC.1.2.9-10.J CC.1.2.11-12</p>		<p>Student engagement and participation in group discussions</p>	<p>JEA.org Curriculum Freedom Forum</p> <p><i>The Radical Write</i></p>	5 - 1- Days (Approx. 1-2 Academic weeks)

	<p>CC.1.4.11–12.E CC.1.2.9–10.L CC.1.2.11-12.J CC.1.4.9–10.B CC.1.4.11-12.B CC.1.4.9–10.C CC.1.4.11-12.C CC.1.4.9–10.D CC.1.4.11–12.D CC.1.4.9–10.E CC.1.4.9–10.F CC.1.4.11-12.F CC.1.4.9–10.U CC.1.4.11–12.U CC.1.4.9–10.V CC.1.4.11-12.V CC.1.4.9–10.X CC.1.4.11-12.V CC.1.5.9–10.A CC.1.5.11-12.A</p>		<p>Student engagement and participation in class activities.</p> <p>Student journals.</p>	<p>3rd Edition by Bobby Hawthorne</p> <p><i>A Newshound's Guide to Student Journalism</i> by Katina Paron and Javier Guelfi</p> <p>NYT The Learning Network</p>	
<p>Unit 5: Photojournalism</p>	<p>CC.1.2.9-10.J CC.1.2.11-12.J CC.1.4.9-10.M CC.1.4.11-12.M CC.1.4.9-10.O CC.1.4.11-12.O CC.1.4.9-10.Q CC.1.4.11-12.Q</p>		<p>Student engagement and participation in group discussions.</p> <p>Student engagement and participation in class activities.</p> <p>Photography task completions</p>	<p>7-Minute starters from Jostens</p> <p>Youtube</p> <p>JEAPhoto SmugMug</p> <p>JEA Curriculum</p>	<p>10-20 days (This content is designed to be covered once a week, likely on a Friday throughout the semester course)</p>



Danville Area School District
Course Overview and Scope and Sequence

Course Title: Yearbook

Content Area: English

Grade Level:

Date Developed: June 2023

COURSE OVERVIEW:

The student will:

- become familiar with terms associated with publication processes and journalism.
- will learn how to manipulate the various functions on a DSLR camera.
- learn how to tell a story through a photo.

ANCHOR STANDARDS:

CC.1.2.9-10.J and CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.4.9-10.M and CC.1.4.11-12.M Write narratives to develop real or imagined experiences or events.

CC.1.4.9-10.O and CC.1.4.11-12.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9-10.Q and CC.1.4.11-12.Q Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9-10.R and CC.1.4.11-12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9-10.T and CC.1.4.11-12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.5.9-10 and CC1.5.11-12 Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

KEY COURSE TEXT AND MATERIALS:

KEY ASSESSMENTS:

Diagnostic:
Formative:
Summative:

SCOPE AND SEQUENCE

Unit	PRIORITY STANDARDS	SUPPORTING STANDARDS	ASSESSMENT	MATERIALS	TIMEFRAME
Unit 1: Yearbook Terminology & Photography	CC.1.2.9-10.J CC.1.2.11-12.J CC.1.4.9-10.M CC.1.4.11-12.M CC.1.4.9-10.O CC.1.4.11-12.O CC.1.4.9-10.Q CC1.4.11-12.Q		Student engagement and participation in group discussions. Student engagement and participation in class activities. Photography task completion.	7-Minute starters from Jostens Youtube JEAPhoto SmugMug	5 -10 Days (approx. 1-2 academic weeks)
Unit 2: Theme & Content	CC.1.2.9-10.J CC.1.2.11-12.J		Student engagement and	7-Minute starters from Jostens	2-3 days (approx. 1 academic week)

Development	CC.1.4.9-10.M CC.1.4.11-12.M CC.1.4.9-10.O CC.1.4.11-12.O CC.1.4.9-10.Q CC.1.4.11-12.Q		participation in group discussions. Student engagement and participation in class activities Page completions.		
Unit 3: Interviewing & Caption Writing	CC.1.2.9-10.J CC.1.2.11-12.J CC.1.4.9-10.M CC.1.4.11-12.M CC.1.4.9-10.O CC.1.4.11-12.O CC.1.4.9-10.Q CC.1.4.11-12.Q CC.1.4.9-10.R CC.1.4.11-12.R CC.1.4.9-10.T CC.1.4.11-12.T CC.1.5.9-10 CC.1.5.11-12		Student engagement and participation in group discussions. Student engagement and participation in class activities. Completed interviews and captions. Page completions.	7-Minute starters from Jostens Jostens J-Classes <i>A NewsHound's Guide to Student Journalism</i> by Katina Paron and Javier Guelfi	5-10 Days (approx. 1-2 academic weeks)
Unit 4: Copy and Headline Writing	CC.1.2.9-10.J CC.1.2.11-12.J CC.1.4.9-10.M CC.1.4.11-12.M CC.1.4.9-10.O CC.1.4.11-12.O CC.1.4.9-10.Q CC.1.4.11-12.Q		Student engagement and participation in group discussions. Student engagement and participation in class activities.	7-Minute starters from Jostens <i>the Radical Write</i> by Bobbie Hawthorne	5-10 Days (approx. 1-2 academic weeks)

Unit 5: Design	CC.1.2.9-10.J CC.1.2.11-12.J CC.1.4.9-10.Q CC1.4.11-12.Q		Student engagement and participation in group discussions. Student engagement and participation in class activities Page completions.	7-Minute starters from Jostens Youtube	3-5 Days (approx. 1 academic week)
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