Catasauqua Area School District
Planned Course of Study

Course Title: English III

Grade Level(s): 11th Grade

Text: Novels, short stories, nonfiction articles, plays, and poems

Course Description

The eleventh grade English III course at Catasauqua Area School District has been structured to challenge students to analyze a variety of texts, both fiction and nonfiction while thinking critically about them and how they relate to society. Each unit will be broken down based on the literature associated with each genre. Additionally, students will need to demonstrate a mastery of writing skills when it comes to composing responses that contain textual evidence from both the primary text and outside sources. The culminating task will require students to relate one of the themes explored within the English III curriculum to an alternative medium that they may have come across in modern culture.

Essential Questions & Competencies

How do strategic readers create meaning from informational and literary text?
What is this text really about?
How do readers know what to believe?
How does what readers read influence how they should read it?
How does a reader's purpose influence how text should be read?

How do readers know what to believe in what they read, hear, and view?
How does interaction with text provoke thinking and response?

What do good listeners do?
How do active listeners make sense?
How do active listeners know what to believe in what they hear?

How do tasks, purpose, and audience influence how speakers craft and deliver a message?
How do speakers employ language and utilize resources to effectively communicate a message?

What does a reader look for, and how can s/he find it?
How does a reader know a source can be trusted?
How does one organize and synthesize information from various sources?
How does one best present findings?

What makes clear and effective writing?
Why do writers write? What is the purpose?
Who is the audience? What will work best for the audience?

How do learners make decisions concerning formal and informal language in social and academic settings?
How do grammar and the conventions of language influence spoken and written communication?

Why learn new words?
What strategies and resources does the learner use to figure out unknown vocabulary?
How does one develop and refine vocabulary?

Reading Informational Text Competencies

- 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.
- 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.
- Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- Evaluate how an author's point of view or purpose shapes the content and style of a text.
- 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.
- Evaluate how words and phrases shape meaning and tone in texts.
- 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.
- Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
- 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.
- 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.
- Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Reading Literature Text Competencies

- 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.
- 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.
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- Evaluate how an author's point of view or purpose shapes the content and style of a text.
- Evaluate the structure of texts, including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- Evaluate how words and phrases shape meaning and tone in texts.
- 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.)
- 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.
- 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.
- 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.
- Read and comprehend literary fiction on grade level, reading independently and proficiently.

Writing Competencies

- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- Write with a sharp, distinct focus identifying topic, task, and audience.
- 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.
- 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.
- 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.
- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Write arguments to support claims in an analysis of substantive topics.
- Write with a sharp, distinct focus identifying the topic, task, and audience. • Introduce the precise, knowledgeable claim.
- 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.
- 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.
- 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.
- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Write narratives to develop real or imagined experiences or events.
- 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.
- 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.
- 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.
- 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.
- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

- 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.
- 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.
- 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.
- 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.
- 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 & Listening Competencies

- 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.
- 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.
- 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.
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
- Adapt speech to a variety of contexts and tasks.
- Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

Career Awareness, Career Education, & Focus on Employability Skills

Students will develop an awareness of personal abilities, skills, interests, and motivations when completing assignments and projects throughout the semester.

Students will learn how to interact and work cooperatively in large/small groups when completing specific projects within a given unit.

Students will understand the importance of planning when it comes to budgeting their time in the completion of assignments.

Students will use time- and task-management skills effectively to navigate timelines and meet specific due dates.

Catasauqua Area School District
Course Title: English III
Grade Level: 11th Grade

Course Syllabus

Course Content	Tentative Timeframe	Assessment Anchors	State Standards
1. **Gothic Literature** ● "The Strange Case of Dr. Jekyll & Mr. Hyde" by Robert Louis Stevenson ● "The Body Snatcher" by Robert Louis Stevenson ● "A Rose for Emily" by William Faulkner	2 Weeks	L.F.1.1.1 L.F.1.1.3 L.F.1.2.3 L.F.1.2.4 L.F.1.3.1 L.F.1.3.2 L.F.2.1.1 L.F.2.1.2 L.F.2.2.1 L.F.2.2.3 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.4.1 L.F.2.5.1	CC.1.3.11-12.A C.C.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.G CC.1.3.11-12.H CC.1.3.11-12.I CC.1.3.11-12.K CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.F CC.1.4.11-12.H CC.1.4.11-12.J CC.1.4.11-12.P CC.1.4.11-12.U CC.1.4.11-12.X
2. **Technological/Dystopian Literature** ● "The Pedestrian" by Ray Bradbury ● *Fahrenheit 451* by Ray Bradbury (Novel)	5 Weeks	L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.1.2.3 L.F.1.3.1 L.F.1.3.2 L.F.2.1.2 L.F.2.2.1 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.F.2.5.1 L.N.1.1.1 L.N.1.1.2 L.N.1.1.4 L.N.1.2.3 L.N.1.3.2 L.N.1.3.3 L.N.2.1.2 L.N.2.4.1 L.N.2.5.6	CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.E CC.1.2.11-12.J CC.1.2.11-12.L CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.G CC.1.3.11-12.H CC.1.3.11-12.I CC.1.3.11-12.K CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.F CC.1.4.11-12.H CC.1.4.11-12.J CC.1.4.11-12.P CC.1.4.11-12.U CC.1.4.11-12.X
3. **Judgment / Drama** ● "Dr. Heidegger's Experiment" by Nathanial Hawthorne	4 Weeks	L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.1.2.3	CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.D

● *The Crucible* by Arthur Miller ● "Dover Beach" by Matthew Arnold		L.F.1.2.4 L.F.1.3.1 L.F.1.3.2 L.F.2.1.2 L.F.2.2.1 L.F.2.2.3 L.F.2.2.4 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.4.1 L.F.2.5.3	CC.1.2.11-12.F CC.1.2.11-12.I CC.1.2.11-12.J CC.1.2.11-12.L CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.G CC.1.3.11-12.H CC.1.3.11-12.J CC.1.3.11-12.K CC.1.5.11-12.A CC.1.5.11-12.C CC.1.5.11-12.D CC.1.5.11-12.G
4. **Coming of Age** ● *Secret Life of Bees* by Sue Monk Kidd	3 Weeks	L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.1.2.1 L.F.1.2.3 L.F.1.3.1 L.F.1.3.1 L.F.1.3.2 L.F.2.1.1 L.F.2.1.2 L.F.2.2.1 L.F.2.2.2 L.F.2.2.3 L.F.2.2.4 L.F.2.3.1 L.F.2.3.3 L.F.2.3.5 L.F.2.3.6 L.F.2.4.1 L.F.2.5.1 L.N.1.3.3 L.N.2.2.1 L.N.2.2.3 L.N.2.4.1 L.N.2.5.1	CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.D CC.1.2.11-12.E CC.1.2.11-12.F CC.1.2.11-12.I 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.C CC.1.3.11-12.D CC.1.3.11-12.F CC.1.3.11-12.I CC.1.3.11-12.K CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.D CC.1.4.11-12.E CC.1.4.11-12.F CC.1.4.11-12.G CC.1.4.11-12.H CC.1.4.11-12.I CC.1.4.11-12.K CC.1.4.11-12.L CC.1.4.11-12.U CC.1.4.11-12.X
5. **Analytical Writing Unit** ● Focus on writing an analytical essay evaluating the theme of two separate media ○ Students will be selecting a novel that was read within the semester and relating a theme WITHIN that novel to an alternative book, movie, television series,	2 Weeks	L.N.1.3.1 L.N.2.1.2 L.N.2.3.4 L.N.2.5.3	CC.1.3.11-12.G CC.1.3.11-12.H CC.1.3.11-12.K CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.D CC.1.4.11-12.E CC.1.4.11-12.F CC.1.4.11-12.H

etc.			CC.1.4.11-12.U CC.1.4.11-12.V CC.1.4.11-12.W CC.1.4.11-12.X
6. **Keystone Remediation Bootcamp**	1 Week	L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.1.2.3 L.F.1.2.4 L.F.1.3.1 L.F.1.3.2 L.F.2.1.2 L.F.2.2.1 L.F.2.2.3 L.F.2.2.4 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.4.1 L.F.2.5.3	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.F CC.1.2.11-12.I CC.1.2.11-12.J CC.1.2.11-12.L CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.G CC.1.3.11-12.H CC.1.3.11-12.J CC.1.3.11-12.K

Teaching Strategies Utilized	
● Classroom Discussion ● Read Aloud ● Essays ● Canvas Writing Assignments ● Large/small group activities	● Graphic Organizers ● Class Presentations ● Canvas Discussion Boards ● Modeling ● Review Games

Catasauqua Area School District
Unit Title: Gothic Literature
Grade Level: 11th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
The student will be able to: 1. Analyze and categorize quotations from famous Gothic Literature pieces. 2. Reflect and respond to age-appropriate text. 3. Identify the characteristics of Gothic literature within the text. 4. Establish appropriate themes based on short stories. 5. Understand and demonstrate proper methods of citing from a piece of literature. 6. Construct original collage projects based on the recurring concept of Good vs. Evil. 7. Design tombstone epitaphs devoted to "A Rose for Emily" protagonist.	K AP AP M AP AP AP	1. "The Strange Case of Dr. Jekyll & Mr. Hyde" a. Gothic literature introductory activity → Quotation(s) b. Intro to Gothic/Horror Genre Google Slides c. Confusion document d. Jekyll & Hyde culminating project 2. "The Body Snatcher" a. Introduction/Background information on the Burke & Hare murders b. Themes graphic organizer c. Culminating writing activity for Gothic unit → Emphasis on textual evidence 3. "A Rose for Emily" a. Background packet and activity of William Faulkner b. Completion of higher-order thinking questions regarding the short story c. Completion of "A Rose for Emily" epitaph project	-Project(s) -Questions based on comprehension of story Writing -Assignments graded using teacher-created rubrics	L.F.1.1.1 L.F.1.1.3 L.F.1.2.3 L.F.1.2.4 L.F.1.3.1 L.F.1.3.2 L.F.2.1.1 L.F.2.1.2 L.F.2.2.1 L.F.2.2.3 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.4.1 L.F.2.5.1	CC.1.3.11-12.A C.C.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.G CC.1.3.11-12.H CC.1.3.11-12.I CC.1.3.11-12.K CC.1.4.11-12.AC CC.1.4.11-12.B CC.1.4.11-12.F CC.1.4.11-12.H CC.1.4.11-12.J CC.1.4.11-12.P CC.1.4.11-12.U CC.1.4.11-12.X

Resources/ Materials

1. Worksheets
2. Anticipatory activities
3. Graphic organizers
4. Project(s)
5. Writing assignment(s)
6. Copies of short stories

Interdisciplinary Relationships & 21st Century Skills

- Students will use technology, iPads, to research, write, and formulate comprehension answers to questions.
- Students will exhibit artistic skills in construction projects based on the concept of good vs. evil from the Jekyll and Hyde unit.

Catasauqua Area School District
Unit Title: Technological/Dystopian Unit
Grade Level: 11th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
The student will be able to: 1. Characterize the concepts associated with Dystopian literature. 2. Explain the significance of Bradbury's technological "predictions" on society. 3. Understand the impact of Matthew Arnold's "Dover Beach" → Identify major themes within the poem. 4. Differentiate between <u>dystopia</u> and <u>utopia.</u> 5. Analyze closely what the text says explicitly through close reading analysis. 6. Analyze and relate informational texts to course content. 7. Symbolize objects within *Fahrenheit 451*. 8. Interview and reflect on generational differences.	AW AP AP M M AP M AF	1. "The Pedestrian" ○ Graphic organizer ○ Discussion/response questions focused on characteristics of Dystopian literature 2. "Dover Beach" ○ Analysis document 3. *Fahrenheit 451* ○ Utopia vs. Dystopia graphic organizer ○ *Fahrenheit 451* citation hunt ○ Close reading graphic organizers for each section of the novel **(3 total)** ○ Hearth and the Salamander project ○ "Are We Living in a Dystopia" article analysis ○ Future of the World Discussion Board ○ Active reading quizzes ○ Symbolism graphic organizer Culminating interview project	1. Projects 2. Test: Objective and Subjective 3. Questions based on comprehension of story 4. Writing assignments graded using teacher-created rubrics	L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.1.2.3 L.F.1.3.1 L.F.1.3.2 L.F.2.1.2 L.F.2.2.1 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.F.2.5.1 L.N.1.1.1 L.N.1.1.2 L.N.1.1.4 L.N.1.2.3 L.N.1.3.2 L.N.1.3.3 L.N.2.1.2 L.N.2.4.1 L.N.2.5.6	CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.E CC.1.2.11-12.J CC.1.2.11-12.L CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.G CC.1.3.11-12.H CC.1.3.11-12.I CC.1.3.11-12.K CC.1.4.11-12.A CCC.1.4.11-12.B CC.1.4.11-12.F CC.1.4.11-12.H CC.1.4.11-12.J CC.1.4.11-12.P CC.1.4.11-12.U CC.1.4.11-12.X

Resources/ Materials

1. Worksheets
1. Anticipatory activities
2. Graphic organizers
3. Formal/informal writing assignments
4. Class discussions
5. Project(s)
6. Objective assessments
7. Copies of Bradbury's short story AND *Fahrenheit 451*

Interdisciplinary Relationships & 21st Century Skills

- Students will use technology, iPads, to research, write, and formulate comprehension answers to questions.
- Students will identify and relate ***<u>current events</u>*** to the concept of Dystopia and discuss how the events reveal a "utopian" or "dystopian" identity.

Catasauqua Area School District
Unit Title: Judgment/Drama
Grade Level: 11th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
The student will be able to: 1. Investigate "unsolved" crimes of the Salem Witch Trials. Determine who was to blame for the mass hysteria of the time. 2. Analyze the "overture" within Arthur Miller's *The Crucible*. 3. Proficiently read the script of the play aloud in class. 4. Characterize the major and minor characters within the play. 5. Effectively compose summary statements for Rev. Hale excerpt(s). 6. Explain the significance of Sen. Joe McCarthy's impact on U.S. history as well as the play itself. 7. Compose original pieces of writing related to the play. 8. Analyze certain scenes within the film adaptation of the play. 9. Interpret Loretta J. Ross TedTalk while trying to relate it to concepts and themes within the play.	AW AP M K M K M M AP	1. "An Unsolved Crime: The Salem Witch Trials" Packet 2. *The Crucible* Overture Analysis Document(s) 3. Copies of Arthur Miller's *The Crucible* (one for each student for in-class reading and performances) 4. Character Analysis Chart(s) 5. Summary Writing Worksheet 6. Senator Joe McCarthy Video(s) 7. Canvas Assignments 8. Forgiveness Graphic Organizer 9. Cinema Analysis Graphic Organizer 10. Act III Pre-reading Graphic Organizer 11. Act III Character Quotations Kahoot 12. Loretta J. Ross TedTalk + Question Worksheet	1. Projects 2. Tests/quizzes: Objective and subjective 3. Questions based on comprehension of the play 4. Writing assignments graded using teacher-created rubrics	L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.1.2.3 L.F.1.2.4 L.F.1.3.1 L.F.1.3.2 L.F.2.1.2 L.F.2.2.1 L.F.2.2.3 L.F.2.2.4 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.4.1 L.F.2.5.3	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.F CC.1.2.11-12.I CC.1.2.11-12.J CC.1.2.11-12.L CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.G CC.1.3.11-12.H CC.1.3.11-12.J CC.1.3.11-12.K CC.1.5.11-12.A CC.1.5.11-12.C CC.1.5.11-12.D CC.1.5.11-12.G

Resources/ Materials

1. Anticipatory activities
2. Graphic organizers
3. Formal/informal writing assignments
4. Class discussions
5. Project(s)
6. Objective assessments
7. Audio-visual components
8. Copies of *The Crucible*

Interdisciplinary Relationships & 21st Century Skills

- Students will learn cross-curricular concepts from History involving the McCarthy trials and the Communist Witch Hunt within the U.S. Government.
- Students will use technology, iPads, to research and write a research project.

Catasauqua Area School District
Unit Title: Coming of Age
Grade Level: 11th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
The student will be able to: 1. Define and teach certain allusions used in the novel. 2. Independently read Sue Monk Kidd's *The Secret Life of Bees.* 3. Effectively respond to higher-order questions within *The Secret Life of Bees* discussion packet. 4. Participate in ongoing classroom discussions using the *S.L.B*. discussion packet as a guide. 5. Research and understand the importance of the Civil Rights Act of 1964 on history to understand its context in the novel. 6. Discuss the definition of a "transcendent" song. 7. Create original presentations for projects incorporated into *The Secret Life of Bees* unit 8. Analyze areas of the brain and associate the explanations with the novel's protagonist 9. Compose and produce original acrostic poems based on a given character within the novel. 10. Analyze and evaluate scenes from the film adaptation of the novel.	AW AP K AP AW AP AP AP AP M	1. *The Secret Life of Bees* allusion activity and assessment 1. *The Secret Life of Bees* Shared Inquiry Discussion Packet 2. Teacher-generated Active Reading Assessments available via Canvas 3. Civil Rights Act of 1964 activity and assessment 4. Transcendent Music Lesson and activity ○ Bob Dylan lyrics document 5. Triple Task Completion Google Slides ○ Use of supplemental websites to complete activity ○ Station rotation activity 6. Acrostic Poem Project ○ Lewis Carroll's acrostic poem analysis ○ Participation in poetry corner activity 7. Movie Analysis Activity *The Secret Life of Bees* culminating assessment	1. Projects 2. Test: Objective and Subjective 3. Evaluation of participation in Shared Inquiry Discussions	L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.1.2.1 L.F.1.2.3 L.F.1.3.1 L.F.1.3.1 L.F.1.3.2 L.F.2.1.1 L.F.2.1.2 L.F.2.2.1 L.F.2.2.2 L.F.2.2.3 L.F.2.2.4 L.F.2.3.1 L.F.2.3.3 L.F.2.3.5 L.F.2.3.6 L.F.2.4.1 L.F.2.5.1 L.N.1.3.3 L.N.2.2.1 L.N.2.2.3 L.N.2.4.1 L.N.2.5.1	CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.D CC.1.2.11-12.E CC.1.2.11-12.F CC.1.2.11-12.I 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.C CC.1.3.11-12.D CC.1.3.11-12.F CC.1.3.11-12.I CC.1.3.11-12.K CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.D CC.1.4.11-12.E CC.1.4.11-12.F CC.1.4.11-12.G CC.1.4.11-12.H CC.1.4.11-12.I CC.1.4.11-12.K CC.1.4.11-12.L CC.1.4.11-12.U CC.1.4.11-12.X

Resources/Materials

1. Worksheets
2. Packet(s)
3. Ongoing classroom discussions
4. Formal/informal writing assignments
5. Project(s)
6. Objective assessment(s)
7. Audio-visual components
8. Copies of *The Secret Life of Bees*

Interdisciplinary Relationships & 21st Century Skills

- Students will learn cross-curricular concepts from History involving the Civil Rights Movement and other important historical aspects from 1960s America.
- Students will use technology, iPads, to research, write, and formulate comprehension answers to questions.

Catasauqua Area School District
Unit Title: Analytical Essay Unit
Grade Level: 11th

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
The student will be able to: 1. Compose original essays, including a thorough analysis of multiple media 2. Recall important rules relating to MLA citing and relate those rules to APA format. 3. Understand the basics of APA format. 4. Effectively cite evidence from multiple sources to include in the essay. 5. Explain how a given theme relates to an alternative media. 6. Evaluate and edit student sample essays from previous years. 7. Analyze specific movie scenes while searching for specific cinematic elements. 8. Analyze specific quotes from novel(s) read during the semester.	M K AW K AP AP K K	1. APA cover-page and references formatting lesson with activity a. Students independently create their own cover page and references page 2. Modeling lesson of proper techniques for citing in APA 3. Lesson on referencing and citing scenes from movies and/or television 4. Completion of APA citation quiz 5. Lesson utilizing previous student sample essays a. Students will be able to evaluate and edit previous student essays to understand the best practices for writing an analysis essay 6. Writing workshop worksheet	1. Completion of essay graded via rubric 2. APA citation quizzes	L.N.1.3.1 L.N.2.1.2 L.N.2.3.4 L.N.2.5.3	CC.1.3.11-12.G CC.1.3.11-12.H CC.1.3.11-12.K CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.D CC.1.4.11-12.E CC.1.4.11-12.F CC.1.4.11-12.H CC.1.4.11-12.U CC.1.4.11-12.V CC.1.4.11-12.W CC.1.4.11-12.X

Resources/Materials

1. Packet(s)
2. Student sample essays
3. Audio-visual components
4. Objective APA assessments
5. Available copies of the novel that students select

Interdisciplinary Relationships & 21st Century Skills

- Students will use technology, iPads, to research, write, and formulate comprehension answers to questions.