## Module Title: COLLECTION 1 – OURSELVES AND OTHERS

Subject: English 10	Timeline: 6-8 weeks
Houghton Mifflin Harcourt: Collections	

#### **Thematic Overview:**

This collection explores how we interact with people – families, enemies, neighbors, strangers, and those with whom we disagree. It explores the notion that creating good relationships can affect students' lives. The collection focuses on ways in which individuals and groups learn to coesixt and even work together when they disagree.

#### Module Objectives:

- analyzing impact of cultural background on point of view
- comparing tone in texts
- analyzing impact of word choice
- examining how ideas can advance a purpose and point of view
- analyzing a writer's choices in pacing, word choice, tone, and mood
- supporting inferences about theme and citing evidence used to make inferences
- analyzing multiple genres of texts in both fiction and nonfiction
- · applying language conventions in writing

#### **Essential Questions:**

- 1. How do our interactions prepare us to build accepting relationships?
- 2. How do our interactions help us to understand ourselves and others?

#### Academic Vocabulary:

Discriminate, diverse, inhibit, intervene, rational

	PA CORE STANDARDS	
1.2 Reading Informational Text	1.4 Writing	Grammar Eligible Content
CC.1.2.9-10.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.1.2.9-10.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.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view. CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. 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.1.4.9-10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information CC.1.4.9-10.B Write with a sharp, distinct focus identifying topic, task, and audience. 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 formattling when useful to aiding comprehension; provide a concluding statement or section. CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics." 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.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.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.1.4.9-10.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	<ul> <li>Understanding Formal Versus Informal Tone</li> <li>Noun Clauses</li> <li>Colloquialisms</li> </ul>

	under investigation." <b>CC.1.4.9–10.W</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation." <b>CC.1.4.9–10.X</b> 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."
1.3 Reading Literature	1.5 Speaking and Listening
<ul> <li>CC.1.3.9-10.A</li> <li>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."</li> <li>CC.1.3.9-10.B</li> <li>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."</li> <li>CC.1.3.9-10.C</li> <li>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> <li>CC.1.3.9-10.D</li> <li>Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</li> <li>CC.1.3.9-10.E</li> <li>Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.</li> <li>CC.1.3.9-10.F</li> <li>Analyze how words and phrases shape meaning and tone in texts.</li> </ul>	<ul> <li>CC.1.5.9-10.A</li> <li>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."</li> <li>CC.1.5.9-10.D</li> <li>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."</li> <li>CC.1.5.9-10.E</li> <li>Adapt speech to a variety of contexts and tasks."</li> <li>CC.1.5.9-10.F</li> <li>Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence."</li> </ul>

### Text Sets:

#### **ANCHOR TEXT**

Literary	Text	SampleHVHInstructionalSupports
Short s'	TORY	Close Read Screencasts
"What,	of this	Collaborative Discussion Activity
Goldfish	n, Would	Analyzing the Text
You Wis	h?"	Guiding Questions
by Etga	ar Keret	Analyze Point of View: Cultural
		Background
		LevelUpTutorial:Pointof View

CLOSE READER	
LiteraryText	SampleHMHInstructionalSupports
SHORT STORY	Short Response
"The Wife's	Dig Deeper
Story"	IWBLesson: Character Development
by Ursula K. Le	and Motivation
Guin	

ext:	
nformationalText	SampleHMHInstructionalSupports
DOCUMENTARY TRAILER "My So-Called Enemy" Directed by Lisa Gossels	Collaborative Discussion Activity Analyzing the Media Guiding Questions Determine Purpose and Point of View IWB Lesson: Making Inferences

#### Unit Assessments:

- Collection Test: Analyzing Texts
- Writing Assessments: responding through comparison, analysis, argument, and a letter
- Performance Task: Presenting a speech that synthesizes ideas about how relationships with others define us
- Performance Task: Writing an analytical essay using textual support to explore accepting others
- Literary Analysis: Performance
   Assessment book

ANCHOR TEXTS:         InformationalText       Sample HVH Instructional Supports         COURT OPINION         Close Read Screencasts         ANCHOR TEXT       Collaborative Discussion Activity         from Texas v.       Analyzing the Text         Johnson Majority       Guiding Questions         Opinion       CiteEvidence         by William J.       WBLesson: Citing Textual Evidence         Brennan       WBLesson: Citing Textual Evidence         CONNECTED       ANCHOR TEXT         NewSPAPER       EDITORIAL         "American Flag       Stands for         Tolerance" by       Short Response         Dig Deeper       Level Up Tutorial: Evidence         WBLIC DOCUMENT       Short Response         Dig Deeper       Level Up Tutorial: Evidence         WB Lesson: Word Choice and Tone       WB Lesson: Word Choice and Tone         WB Lesson: Word Choice and Tone       SpeECH   CLOSE
ANCHOR TEXT       Collaborative Discussion Activity         from Texas v.       Analyzing the Text         Johnson Majority       Guiding Questions         Opinion       Cite Evidence         by William J.       IWB Lesson: Citing Textual Evidence         Brennan       IWB Lesson: Citing Textual Evidence         CONNECTED       ANCHOR TEXT         ANCHOR TEXT       IWB Lesson: Citing Textual Evidence         NEWSPAPER       EDITORIAL         "American Flag       Stands for         Tolerance" by       Ronald J. Allen         CLOSE READER         PUBLIC DOCUMENT       Short Response         I CLOSE READER       Dig Deeper         from the Universal       Dig Deeper         Declaration of       WB Lesson: Word Choice and Tone         WB Lesson: Word Choice and Tone       WB Lesson: Word Choice and Tone
Ronald J. AllenCLOSE READERInformationalTextSample HMH Instructional SupportsPUBLIC DOCUMENTShort Response  CLOSE READERDig Deeperfrom the UniversalDeclaration ofDeclaration ofIWB Lesson: Word Choice and ToneHuman RightsWB Lesson: Word Choice and Toneby UN Commissionon Human Rights
CLOSE READERInformationalTextSample HMHInstructional SupportsPUBLIC DOCUMENTShort Response  CLOSE READERDig Deeperfrom the UniversalDeclaration ofDeclaration ofIWB Lesson: Word Choice and ToneHuman RightsWB Lesson: Word Choice and Toneby UN Commissionon Human Rights
InformationalTextSample HMH Instructional SupportsPUBLIC DOCUMENTShort Response  CLOSE READERDig Deeperfrom the UniversalDeclaration ofDeclaration ofHuman Rightsby UN CommissionWB Lesson: Word Choice and Tone
PUBLIC DOCUMENTShort Response  CLOSE READERDig Deeperfrom the UniversalLevel Up Tutorial: EvidenceDeclaration ofIWB Lesson: Word Choice and ToneHuman Rightsby UN Commissionon Human Rights
READER from Towards a True Refuge by Aung San Suu Kyi
Text:
LiteraryText SampleHMH InstructionalSupports
SHORT STORY       Collaborative Discussion Activity         "The Lottery"       Analyzing the Text         by Shirley Jackson       Guiding Questions         Vocabulary Strategy: Denotation and       Connotation         Level Up Tutorial: Tone       Level Up Tutorial: Tone

Text:	
LiteraryText	Sample HMH Instructional Supports
POEM "Without Title by Diane Gla	5 5

# Thematic Connections Map Follows:

#### Collection 1 Thematic Connections "We, as human beings, must be willing to accept people who are different from ourselves." Connection: Both texts deal with the Connection: Both texts deal with the ext 1: "What, of This struggles individuals face when trying to clash between differing cultures and Goldfish, Would You integrate differing cultural values. In their expectations and behaviors. In Wish" by Etgar Keret "What, of This Goldfish, Would you What, of This Goldfish, Would you Wish" the various groups still clash over The author explores Wish", Sergei wants to be left alone in silence and Yoni breaks into Sergei's the internal boundaries of Israel and people's dreams and peaceful existence creating not only a which government controls which their reality of living in portion of land. In "Without Title" the cultural clash but a physical one as well. a land where people In Texas V. Johnson Majority Opinion the struggle is that of Native Americans from many Cultures Supreme Court is called upon to decide contending with the Urban Relocation often struggle to Program after World War II. the 1<sup>st</sup> amendment issue of flag burning. coexist Text 5: "Without Title" by Diane Glancy Like all people, students Text 2 "Texas V Johnson want to belong to a larger Majority Opinion" by group. Being accepted into William J. Brennan a group means they have This selection explores been assimilated, or absorbed, by the group. This and compares the ideas lesson explores such a How does the in a historical Supreme relationship through a poem. Court decision. need to belong express a universal human truth? Connection: Both texts deal with the strong desire to Connection: Both texts discuss the symbolism of belong to a group. In "The Lottery" we see the need the American flag. In "Texas" the issue is the flag to belong forces citizens to take part in a barbaric is a special symbol to Americans and disrespectful ritual despite individual misgivings. In "Without Title" treatment of it offends many Americans. In The author points to her father's need to assimilate "American Flag", the argument is that the symbol into "white" society at the cost of his native heritage. of the flag represents our ability as Americans to tolerate opinions that differ from our own. Text 4: "The Lottery" Connection: Both texts Text 3: by Shirley Jackson evaluate the importance of "American Flag Stands for This lesson gives students individual freedom and the Tolerance" by Ronald J. danger of blind obedience. In an opportunity to Allen "American Flag Stands for evaluate how a writer's This lesson explores an Tolerance", the author argues word choices creates a editoral defense of a the importance of allowing for specific tone. Supreme Court decision individual challenge of social norms. However in "The Lottery" the focus is on the danger of not challenging the norms.

### Module Title:

### Of Mice and Men by John Steinbeck

(in collaboration with Houghton Mifflin Harcourt Collection – Ourselves and Others)

Subject: English 10 Grade: 10	Timeline: 25-30 Days (Of Mice and Men)
Module Overview:	

People's relationships with others shape who they are Accepting others who are different from ourselves

#### Module Objectives:

- ✓ Support Inferences about theme
- ✓ Analyze character motivations
- ✓ Analyze impact of word choice on tone
- ✓ Analyze how author creates tension through pacing
- ✓ Analyze impact of cultural background on POV
- ✓ Cite textual evidence to support inferences
- ✓ Analyze order of ideas
- ✓ Determine purpose and POV

#### **Thematic Focus:**

Perspective on others

#### **Essential Questions:**

How does an author develop empathy between a character and the reader? How does setting/ time period impact the novel and the characters?

### PA CORE STANDARDS:

	1.3 Reading Literature	Grammar Eligible Content
1.39.10A 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.		Comma Usage Subject/ verb agreement
what the text says e	rough textual evidence to support analysis of explicitly, as well as inferences and conclusions r's explicit assumptions and beliefs about a	
3	lex characters develop over the course of a ther characters, and advance the plot or	
	t of view of the text and analyze the impact the n the meaning of the text.	
5	thor's choices concerning how to structure a rithin it, and manipulate time create an effect.	
1.2 Reading	1.4 Writing	
Informational Text		
CC.1.2.9.10C Determine an author's particular point of view and analyze how rhetoric advances the point of view	CC.1.4.9.10D 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.1.2.9.10E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text		

Text Set: Of Mice and Men	
Anchor Text: Of Mice and Men	Reading Assessments:
Activities: Robert Burns Poem: To a Mouse	Chapter Quiz Final Evem Discussions (
activity	Chapter Quiz, Final Exam, Discussions/
Text: Of Mice and Men	
Activities: " Sticks and Stones" Anticipation	Writing Prompts & Assessments:
Guide	Timed Writings. Keystone Writing Prompts
Text: Of Mice and Men	I I Inned Wittings. Reystone Witting Frompts
Activities: Winnie the Pooh Poem Activity	Grammar Assessments:
Text: Of Mice and Men	
Activities: Paul Simon " I am a Rock" - Song to	
Character Analysis	
Text: OF Mice and Men	
Activities: Ranking a Friend Activity	
Text: Of Mice and Men	
Activities: Textual Evidence – Adjective Activity	
Text: Of Mice and Men	
Activities: Essay: Change the Title	
Text: Of Mice and Men	
Activities: Theme Activity	

## Module Title: COLLECTION 5 – ABSOLUTE POWER

Grade / Subject: English 10	Timeline: 6-8 weeks
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#### Houghton Mifflin Harcourt Collections

#### Thematic Overview:

In this collection, students will explore the theme of "Absolute Power" in society. Students will understand that *absolute* means "unlimited," or something that is total or complete. Students will read and write about and discuss texts that explore different types of power. Some texts will show how people view power and how some people seek it.

#### Module Objectives:

- · Analyze the use of rhetoric in an argument
- Analyze interactions between characters and theme.
- Analyze representations of a scene.
- Analyze historical text.
- · Analyze how an author draws on Shakespeare.
- Make and support inferences about word choice.

#### **Essential Questions:**

- 3. How do human ambition and the eternal quest for power represent universal human traits?
- 4. How are universal human traits reflected in literature?

#### Academic Vocabulary:

Comprise, incidence, priority, thesis, ultimate

PA	CORE STANDARDS	
1.2 Reading Informational Text	1.4 Writing	Grammar Eligible Content
CC.1.2.9-10.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.1.2.9-10.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.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view. CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.	CC.1.4.9-10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information 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.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics." CC.1.4.9-10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade- level reading standards for literature and literary nonfiction.	<ul> <li>Rhetorical questions</li> <li>Inverted sentence structure</li> <li>Absolute phrases</li> </ul>

1.3 Reading Literature	1.5 Speaking and Listening
CC.1.3.9–10.A	CC.1.5.9–10.A
Determine a theme or central idea of a	Initiate and participate effectively in a
text and analyze in detail its development	range of collaborative discussions on
over the course of the text, including how it	grade-level topics, texts, and issues,
emerges and is shaped and refined by	building on
specific details; provide an	others' ideas and expressing their own
objective summary of the text."	clearly and persuasively."
CC.1.3.9–10.B	CC.1.5.9–10.D
Cite strong and thorough textual evidence	Present information, findings, and
to support analysis of what the text says	supporting evidence clearly, concisely,
explicitly, as well as inferences and	and logically such that listeners can follow
conclusions based on an author's explicit	the line of reasoning; ensure that the
assumptions and beliefs about a	presentation is appropriate to purpose,
subject."	audience, and task."
CC.1.3.9–10.C	CC.1.5.9–10.F
Analyze how complex characters develop	Make strategic use of digital media in
over the course of a text, interact with	presentations to add interest and
other characters, and advance the plot or	enhance understanding of findings,
develop the theme.	reasoning, and evidence."
CC.1.3.9–10.D	
Determine the point of view of the text and	
analyze the impact the point of view has	
on the meaning of the text.	
CC.1.3.9–10.E	
Analyze how an author's choices	
concerning how to structure a text, order	
events within it, and manipulate time	
create an effect.	
CC.1.3.9–10.F	
Analyze how words and phrases shape	
meaning and tone in texts.	
CC.1.3.9–10.G	
Analyze the representation of a subject or	
a key scene in two different artistic	
mediums, including what is emphasized or	
absent in each treatment.	
СС.1.3.9–10.Н	
Analyze how an author draws on and	
transforms themes, topics, character types,	
and/or other text elements from source	
material in a specific work.	

### Text Sets:

#### Text:

InformationalText	Sample HVH Instructional Supports
ARGUMENT from "Why Read Shakespeare?" by Michael Mack	<ul> <li>Collaborative Discussion Activity</li> <li>Analyzing the Text</li> <li>Guiding Questions</li> <li>Analyze Argument and Rhetoric</li> <li>Level Up Tutorial: Analyzing Arguments</li> </ul>

#### \* ANCHOR TEXT Literary Text Sample HMHInstructional Supports Close Read Screencasts DRAMA Collaborative Discussion The Activity Tragedy of Analyzing the Text Macbeth • Guiding Questions by William Analyze Character and Shakespeare Theme • IWB Lesson: Plot and Conflict Supporting Media: Video from The History Channel America: The Story of Us: Frederick Douglas \* CLOSE READER Sample HMH Instructional Supports Literary Text Short Response DRAMA • Dig Deeper from The • IWBLesson: Inferences Tragedyof Macbeth by William Shakespeare **MEDIA ANALYSIS** Literary Text Sample HMH Instructional Supports Collaborative Discussion FILM

from Macbeth on the Estate Directed	Activity
by Penny	LevelUpTutorial:Methodsof     Characterization
Woolcock	Characterization

#### Selection Assessments:

- Selection Tests
- <u>Selection Performance Tasks</u> Writing: Analysis, Argument, Narrative Speaking: Argument, Discussion, Debate, Poetry Reading

#### Unit Assessments:

- Collection Assessment
- Collection Performance Task A: Write an Analytical Essay
- Common Assessment

Text:	
InformationalText	Sample HMHInstructional Supports
<b>HISTORY</b> from Holinshed's Chronicles by Raphael Holinshed	<ul> <li>Collaborative Discussion Activity</li> <li>Analyzing the Text</li> <li>Guiding Questions</li> <li>Analyze Historical Text</li> <li>IWBLesson: Evaluating Sources</li> </ul>
Text:	
literary Text	Sample HMHInstructional Supports
SHORT STORY "The Macbeth Murder Mystery" by James Thurber	<ul> <li>Collaborative Discussion Activity</li> <li>Analyzing the Text</li> <li>Guiding Questions</li> </ul>
Text:	
literary Text	Sample Instructional Supports
POEM "5 P.M., Tuesday, August 23, 2005" by Patricia Smith	<ul> <li>Collaborative Discussion Activity</li> <li>Analyzing the Text</li> <li>Guiding Questions</li> <li>Support Inferences About Word Choice</li> <li>IWB Lesson: Figurative Language and Imagery</li> </ul>

Thematic Connections Map Follows:

