

<b>ELA Grade 10 Hon (dev. June 2019)</b>					
<b>Content Covered/Themes/Areas of Focus</b>	<b>PA Core / Common / National Standards or Eligible Content (Req: Keystone Courses)</b>	<b>Materials</b>	<b>Activities / Instructional Delivery</b>	<b>Formative Assessments</b>	<b>Summative Assessments</b>
Figurative language, mood, dialogue with punctuation	L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.5, L.F.2.3.6	Of Mice and Men	Review summer reading tasks through shared slide presentation	Peer Reflections	
critical reading, character, setting, theme, style, POV	L.F.1.1.1-2; L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, C.C.1.4.9-10.S	Of Mice and Men	Passage Analysis (Introduction to literary elements in action); annotating text; setting connection exercise (via western magazine PDF)	CR and text-dependent questions; reflection questions	
multiple representations/ compare and contrast	L.F.2.2.1, L.F.2.2.3, L.F.2.3.1, L.F.2.3.4, L.F.2.3.6	Of Mice and Men movie	Text to film comparison	worksheet/reflection	
Critical reflection of theme	L.F.2.1.1, L.F.2.1.2, L.F.2.1.3, L.F.2.1.4, L.F.2.3.1, C.C.1.4H, J, K, L.	Of Mice and Men	Quote Planning scaffold	In Class Writing (rubric)	
poetry/text connection	L.F.2.2.3, L.F.2.5.2	"To A Mouse..." by Robert Burns + audio version <a href="https://www.youtube.com/watch?v=Op_KsNr_Eok">https://www.youtube.com/watch?v=Op_KsNr_Eok</a>	"To a Mouse" reading/ discussion and response	exit slip	
<b>Content Covered/Themes/Areas of Focus</b>	<b>PA Core / Common / National Standards or Eligible Content (Req: Keystone Courses)</b>	<b>Materials</b>	<b>Activities / Instructional Delivery</b>	<b>Formative Assessments</b>	<b>Summative Assessments</b>
Inform/Influence audience & setting	L.N.1.1.4, C.C.1.5.9-10.B, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3	Wilson Biography PowerPoint, Olney Theatre Website (context tab), and Toni Morrison's forward to the play.	Learn about Wilson's background and its influence for the setting choice.	Setting Webquest / Toni Morrison Entrance Slip with space for play setting sketch and family tree	
Stage directions and characterization, followed by text-to-text connection.	L.F.2.5.3, L.F.2.3.1, L.F.2.3.5 (style), C.C.1.4.9-10.S, L.F.2.5.1 (spiritual element)	<i>The Piano Lesson</i> Act 1.1 <i>Hamlet</i> Act 1.5	Analyze stage directions and lines for direct/indirect characterization. (If Time: Connect ghost figure to <i>Hamlet</i> ; <i>side-by-side connection to Berniece's blame of Boy Willie to Hamlet's father's ghost blaming brother</i> ).	Character Development Chart Completion and <i>Hamlet</i> ghost connection handout. Exit Slips for stage direction analysis of character development. At end of Act 1.1, Conflict/Characterization CR with multiple choice questions.	
Stage directions and characterization. Historical connections/themes.	L.F.2.5.3, L.F.2.3.1, L.F.2.4.1, L.F.2.3.4, L.N.1.1.1, L.N.1.1.3, L.N.1.2.3, L.N.1.3.1-3, L.N.2.1.1, L.N.2.1.2	<i>The Piano Lesson</i> Act 1.2	Berniece quote analysis/group discussion and guided reading questions; "The Blues and American Music" nonfiction passage with questions.	Guided reading questions, passage analysis, Act 1 Quiz.	

Stage Directions	L.F.2.5.1, L.F.2.3.1, L.F.2.2.1 (form)	<i>The Piano Lesson</i> Act 2.1	Passage analysis of stage directions as characters begin to develop.	Discussions about stage directions in the scene. Scene creation activity with stage directions.	
Stage directions, characterization, and conflict.	L.F.2.5.1, L.F.2.3.1, L.F.2.2.3	<i>The Piano Lesson</i> Act 2.2	Discuss conversation between Berniece and Avery and identify the conflict.	Guided reading questions and discussions	
Conflict / POV / Theme	L.F.2.3.4 (theme), L.F.2.3.6 (POV), L.F.2.2.3, L.F.2.2.4	<i>The Piano Lesson</i> Act 2.2 & "Domestic Work" by Natasha Trethewey	Analyze the character of Berniece and connect to the subject of "Domestic Work"	Poem analysis handout	
Stage directions, characterization, and conflict.	L.F.2.5.1, L.F.2.3.1, L.F.2.2.3	<i>The Piano Lesson</i> Act 2.3 & 2.4	Discuss how the actions of Boy Willie in these scenes contribute to the conflict between him and Berniece.	Discussions	
Conflict / POV / Theme	L.F.2.3.4 (theme), L.F.2.3.6 (POV), L.F.2.2.3, L.F.2.2.4, CC.1.4.9-10.S	<i>The Piano Lesson</i> Act 2.3, 2.4, and 2.5. "Caged Bird" by Maya Angelou	Study Berniece's inner conflict (2.3) and Boy Willie's monologue (2.5). Read "Caged Bird" to develop an understanding.	"Caged Bird" connection to play CR	
Character development and informing the audience	L.F.2.3.1, L.N.1.1.4	<i>The Piano Lesson</i> Act 2.5 and "Production" clip on play DVD.	Review characters by viewing "production" video clip and reflecting on the actors' choices.	Act 2 quiz and video clip exit slip. Finish play character development chart.	Questions on Quarterly #1
Character Development	C.A.1.1.1, C.A.1.1.2, C.A.1.1.3, C.A.1.1.4, C.A.1.1.5, C.A.3.1.1, C.A.3.1.2, C.A.3.1.3, C.A.3.1.4, C.A.3.1.5, CC1.4.9-10.S, CC1.4.9-10T	<i>The Piano Lesson</i>	Write an argumentative essay in which you argue how Berniece or Boy Willie has developed throughout the text.	Graded writing assignment, summative assessment of character analysis skills	Essay
	CC.1.4.9-10.S, L.F.1.1.1, L.F.1.1.3, L.F.1.2.3, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.3, L.F.2.3.4, L.F.2.3.6, L.F.2.5.1, L.F.2.5.3	<i>Incident at Valley Forge</i>	Keystone Practice	In-class	
<b>Content Covered/Themes/Areas of Focus</b>	<b>PA Core / Common / National Standards or Eligible Content (Req: Keystone Courses)</b>	<b>Materials</b>	<b>Activities / Instructional Delivery</b>	<b>Formative Assessments</b>	<b>Summative Assessments</b>
Rhetoric and Propaganda Techniques	L.N.2.5.1, L.N.2.5.2, L.N.2.5.3, L.N.2.5.4, L.N.2.5.5, L.N.2.5.6 WRITING: C.IE.1.1.2	Example propaganda techniques for the 9 listed in Keystone glossary and additional four techniques	Visual examples (commercials and print ads) of each of the remaining 11 propaganda techniques (testimonial already covered) with a focus on fast food ads. Students will share and discuss their findings in class on Day 2.	Exit Slip	

Rhetoric and Propaganda Techniques; theme, tone, style	L.N.2.1.1, L.N.2.1.2, L.N.2.3.4, L.N.2.3.5, L.N.2.3.6, L.N.2.5.1, L.N.2.5.2, L.N.2.5.3, L.N.2.5.4, L.N.2.5.5, L.N.2.5.6, CR: CC.1.4.9-10.A,B,C	Reagan Speech Keystone (class practice 1) and "High Flight" poem; Roosevelt speech (class practice 2)	Text analysis of different propaganda techniques used in speeches and texts	JFK Keystone - Graded Check (November)	
Malcolm Gladwell's success theories	L.N.1.1.1-4; L.N.1.3.1-3; L.N.2.1.1-2; L.N.2.2.1-3; L.N.2.3.1-6; L.N.2.4.1-5; L.N.2.5.1, 2, 3, 6	passages from <i>Outliers</i>	Google Slide presentation and handout of his three lenses on success	application of lenses to <i>Drive-Thru Dreams...</i>	
structure of a nonfiction text, text organization, author's purpose in nonfiction, critical reading and analysis of nonfiction text, author's technique in communicating an idea, reading strategies (context clues, connotations)	L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.2.3, L.N.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.2.2, L.N.2.3.1, L.N.2.3.2, L.N.2.4.1, L.N.2.4.3	<i>Drive-Thru Dreams: A Journey Through the heart of America's Fast Food Kingdom</i> ; CBS Sunday Morning interview with author	Prior knowledge survey; book scavenger hunt; read introduction with reading strategies	Activity reflections	
summarization of text, main ideas, author's purpose in nonfiction, reading strategies, critical reading and analysis of nonfiction text, connections between texts, inferencing and citing evidence from text, characterization	L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.2.3, L.N.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.1.2, L.N.2.2.3, L.N.2.4.1, L.N.2.4.3, L.N.2.4.4	<i>Drive-Thru Dreams: A Journey Through the heart of America's Fast Food Kingdom</i>	Student group presentations on Chs. 1-6 and discussions about founders, successes, American Dream	Graded presentation	
reading strategies, connections between texts, evaluate setting, tone, style and mood in nonfiction text, inferencing and citing evidence from text	L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.2.3, L.N.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.1.2, L.N.2.2.3, L.N.2.3.1, L.N.2.3.2, L.N.2.3.5	<i>Drive-Thru Dreams: A Journey Through the heart of America's Fast Food Kingdom</i>	Chs. 7-9 reading analysis and strategies for nonfiction texts; text-to-text connections	Annotations, graded reflections	
structure of a nonfiction text, text organization, author's purpose in nonfiction, critical reading and analysis of nonfiction text, author's technique in communicating an idea, connections between texts, fact vs. opinion	L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.3.1, L.N.1.3.2, L.N.2.2.3, L.N.2.5.1, L.N.2.5.4, L.N.2.5.5, L.N.2.5.6	<i>Drive-Thru Dreams: A Journey Through the heart of America's Fast Food Kingdom</i> ; History 101 Episode: Fast Food; <i>Fast Food Nation</i> documentary clips	Chs. 10-13 nonfiction text structures; text-to-text/text-to-film connections; research topics in chapters	Research tasks, Interview task, graded reflections	
author's purpose in nonfiction, critical reading and analysis of nonfiction, draw conclusions and cite evidence, distinguish theme, analyze point of view	L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.1.2, L.N.2.2.1, L.N.2.2.2, L.N.2.2.3, L.N.2.3.4, L.N.2.3.5, L.N.2.3.6, L.N.2.5.4, L.N.2.5.5, L.N.2.5.6 CR: CC.1.4.9-10.A,B,C	<i>Drive-Thru Dreams: A Journey Through the heart of America's Fast Food Kingdom</i>	Chs. 14-15 & Epilogue, discussions of central ideas	Graded activities, CR?	
Critical reading and analysis of nonfiction text, connections between texts, use of headings, inferencing and citing evidence from text, make connections between graphics and information, analyze characterization	L.N.1.1.1, L.N.1.1.2, L.N.1.3.3, L.N.2.1.1, L.N.2.1.2, L.N.2.2.3, L.N.2.3.1, L.N.2.4.3, L.N.2.4.4 C.C.1.4.M, N, O, P, R, WRITING C.IE.1.1.1, C.IE.1.1.2, C.IE.1.1.4	<i>Drive-Thru Dreams: A Journey Through the heart of America's Fast Food Kingdom</i>	Research Mini-Project (fast food or business); analyze found/CEO, success factors, appeal to consumers, American Dream, create a supporting visual (graph or propaganda?)		Research Mini-Project

write an argument with evidence, follow the writing process, conduct research, evaluate sources	C.IE.1.1.1-5, C.IE.2.1.1-7, C.IE.3.1.1-5, C.C.1.4.9-10.T, V, W, X	Various sources related to person chosen for argument paper	Research: creating a researched biography/ connection to two factors of success in Outliers-- reading critically, evaluating evidence, note taking, organizing information (outlining), synthesizing sources, creating a works cited, revising, publishing. Product: 6-8 paragraphs using 3-5 sources	Work graded in steps: topic, article selection, notes, outline, draft, works cited, final (rubric)	
Analyze and interpret text organization (headings, graphics, charts), differentiate between fact vs. opinion, context clues	L.N.1.2.1-4, L.N. 2.4.1-5, L.N.2.5.1-6	"Bike Share" Keystone Practice	Multiple choice and CR		
<b>Content Covered/Themes/Areas of Focus</b>	<b>PA Core / Common / National Standards or Eligible Content (Req: Keystone Courses)</b>	<b>Materials</b>	<b>Activities / Instructional Delivery</b>	<b>Formative Assessments</b>	<b>Summative Assessments</b>
reading comprehension strategies; inferences and evidence; character; setting; theme; tone/ diction/ mood; point of view; imagery; symbolism; figurative language; Character POV	L.F.1.1.1-3; L.F.1.3.1-2; L.F.2.1.1-2; L.F. 2.2-4; L.F.2.3.1-6; L.F.2.4.1; L.F.2.5.1-2; L.N.1.3.1, 3; C.C.1.4.9-10.S	<i>To Kill a Mockingbird</i> ; biography. com "Harper Lee"	Part One: Chapters 1-11-- Harper Lee biography; passage analysis (chapter 1, chapters 4-5); tone and diction practice for chapters 1-2 and 8-9; chapters 1-3 one-pager; chapter 4 reflection journal; Do Now activities; text-to-film comparison; class discussion; Harper Lee / Setting Stations	Homework checks for reading; classwork scores for passage analysis; one-pager; choice character CR (Atticus or Mrs. Dubose); reading quizzes as needed	

reading comprehension strategies; inferences and evidence; character; setting; theme; tone/ diction/ mood; point of view; imagery; symbolism; figurative language	L.F.1.1.1-3; L.F.1.3.1-2; L.F.2.1.1-2; L.F.2.2-4; L.F.2.3.1-6; L.F.2.4.1; L.F.2.5.1-2; L.N.1.3.1-3; L.N.2.1.1-2; L.N.2.2.3; C.C.1.4.9-10.S	<i>To Kill a Mockingbird</i> ; "We Wear the Mask" by Paul Laurence Dunbar; "Strange Fruit" by Abel Meeropol; Historical Information about Lynching and Scottsboro Trial; "On the Sidewalk Bleeding" short story	Part Two: Chapters 12-23-- passage analysis (chapter 12, chapters 15-16); trial notes for chapters 17-19; point of view and language (bias) with blog/ newspaper assignment; compare/ contrast historical information with fictional trial (venn diagram; explanation video of Scottsboro Boys Trial); literary argument with Bob/ Mayella CR; poetry analysis + text-to-text connection with "We Wear the Mask"; poetry analysis with "Strange Fruit"; text-to-film comparison; class discussion	Homework checks for reading; classwork scores for passage analysis; blog/ newspaper assignment; compare/ contrast venn diagram as exit ticket on final day of trial reading; Bob/ Mayella CR (rubric); exit tickets for poetry; reading quizzes as needed	
reading comprehension strategies; inferences and evidence; character; setting; theme; tone/ diction/ mood; point of view; imagery; symbolism; figurative language; Character POV	L.F.1.1.1-3; L.F.1.3.1-2; L.F.2.1.1-2; L.F.2.2-4; L.F.2.3.1-6; L.F.2.4.1; L.F.2.5.1-2; C.C.1.4.9-10.S; C.IE.1.1.1-5, C.IE.2.1.1-7, C.IE.3.1.1-5, CC.1.4.9-10.S, CC.1.4.9-10.T	<i>To Kill a Mockingbird</i> ; "Mother to Son" by Langston Hughes	Part Two: Chapters 24-31-- passage analysis for chapters 24-25 and 26-28, dynamic characterization with one-pager; text-to-text connection with "Mother to Son"; text-to-film comparison; class discussion; extended CR; text to text connection with short story	Homework checks for reading; classwork scores for passage analysis; dynamic characterization; exit ticket for poetry; reading quizzes as needed	
Literary Elements	L.F.1.1.3, L.F.1.2.1, L.F.2.2.4, L.F.2.3.1, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.5.1	In the Lake of the Woods	Curriculum Check	Graded	
<b>Content Covered/Themes/Areas of Focus</b>	<b>PA Core / Common / National Standards or Eligible Content (Req: Keystone Courses)</b>	<b>Materials</b>	<b>Activities / Instructional Delivery</b>	<b>Formative Assessments</b>	<b>Summative Assessments</b>
nonfiction memoir genre, characterization, setting, author's purpose, conflict	L.N.1.1.1-4; L.N.1.2.1-4; L.N.1.3.1-3; L.N.2.1.1-2; L.N.2.2.1-3; L.N.2.3.1-6; L.N.2.4.3;	<i>Just Mercy</i> , Introduction + chs. 1-4; film; Martin Luther King Jr.'s "I Have a Dream" speech	connections between texts activity ( <i>TKAM</i> ), quote analysis, passage analysis, author's purpose exercise, characterization exercise	reading quizzes, exit slips, sheriff dialogues, graded activities	
connections between texts, style, tone and mood, characterization, persuasive tactics and propaganda techniques	L.N.1.1.1-4; L.N.1.2.1-4; L.N.1.3.1-3; L.N.2.1.1-2; L.N.2.2.1-3; L.N.2.3.1-6; L.N.2.4.3;	<i>Just Mercy</i> , chs. 5-8; film	Dichotomy of words in action exercise, passage analysis, evaluating evidence, post-it note activity, persuasion, connections between texts, nonfiction genre analysis, chapter title analysis	reading quizzes, exit slips, graded activities	

characterization (dynamic characters), mood, symbolism, persuasive techniques (logos), theme	L.N.1.1.1-4; L.N.1.2.1-4; L.N.1.3.1-3; L.N.2.1.1-2; L.N.2.2.1-3; L.N.2.3.1-6; L.N.2.4.3;	<i>Just Mercy</i> , chs. 9-11; film, <i>60 Minutes</i> special	direct/indirect characterization, dynamic characterization of guard, text to text connection (bird symbolism), media as influencers (positive and negative)	reading quizzes, exit slips, graded activities, letter from character to character	
plot structure, allusions, flashback, internal conflict, characterization, theme	L.N.1.1.1-4; L.N.1.2.1-4; L.N.1.3.1-3; L.N.2.1.1-2; L.N.2.2.1-3; L.N.2.3.1-6; L.N.2.4.1;3;	<i>Just Mercy</i> , chs. 12-16	circular structure of text, characterization, conflict	reading quizzes, exit slips, graded activities, constructed response on ch. 15 title	Memoir, writing from the voice of a <i>TKAM</i> character
independent practice with evaluating argument	L.N.1.2.1, 3; L.N.1.3.3; L.N.2.1.1; L.N.2.2.2; L.N.2.5.1-5	"Public University Tuition Remains a Bargain Despite Recent Increases"	Keystone practice: read one nonfiction Keystone-released passage, complete the multiple-choice questions and constructed response, review and revise	Scores will be uploaded to performance tracker for team discussion	

<b>Content Covered/Themes/Areas of Focus</b>	<b>PA Core / Common / National Standards or Eligible Content (Req: Keystone Courses)</b>	<b>Materials</b>	<b>Activities / Instructional Delivery</b>	<b>Formative Assessments</b>	<b>Summative Assessments</b>
allusion, imagery, setting, thriller genre, hero's cycle/journey, suspense, plot structure (flashback), characterization, mood, tone, point of view	L.F.1.1.1-3; L.F.1.3.1-2; L.F.2.1.1-2; L.F.2.2-4; L.F.2.3.1-6; L.F.2.5.1;	<i>American Spy</i> , part 1, chs. 1-9	hero's cycle intro, family tree/character chart	narrative style (suspense) analysis, flashbacks as contributions to character, reading quizzes	
characterization, style, allusion, plot structure (flashback), hero's, cultural/historical significance	L.F.1.1.1-3; L.F.1.3.1-2; L.F.2.1.1-2; L.F.2.2-4; L.F.2.3.1-6; L.F.2.4.1; L.F.2.5.1;	<i>American Spy</i> , part 2, chs. 10-14	Allusion analysis, tracking hero's journey	Inner monologue writing task, reading quizzes	
setting, imagery, suspense, symbolism, conflict, plot structure (flashback), characterization, point of view, theme, hero's	L.F.1.1.1-3; L.F.1.3.1-2; L.F.2.1.1-2; L.F.2.2-4; L.F.2.3.1-6; L.F.2.5.1;	<i>American Spy</i> , part 3, chs. 15-28	Setting description (imagery), conflict worksheet, epigraph and inspiration analysis	Graded writing task or CR (conflict), the text as a thriller worksheet (align writing steps), reading quizzes	Quarterly 3

<b>Content Covered/Themes/Areas of Focus</b>	<b>PA Core / Common / National Standards or Eligible Content (Req: Keystone Courses)</b>	<b>Materials</b>	<b>Activities / Instructional Delivery</b>	<b>Formative Assessments</b>	<b>Summative Assessments</b>
setting; characters; theme (universality), author's purpose, inferencing	L.F.1.1.1-3; L.F.1.3.1-2; L.F.2.1.1-2; L.F.2.2.1;4; L.F.2.3.1-6; L.F.2.4.1; L.F.2.5.1; 3;	<i>Our Town</i> , Act I	Act I values sheet; universality worksheet; time capsule; stage map/design	Reading quiz; graded responses	
characterization, theme, social norms (cultural values)	L.F.1.1.1-3; L.F.1.3.1-2; L.F.2.1.1-2; L.F.2.2.1;4; L.F.2.3.1-6; L.F.2.4.1; L.F.2.5.1; 3;	<i>Our Town</i> , Act II	Love and Marriage: Stage Manager characterization, social norms, growing up	Marriage analysis; Compressed life daily log; CR	
allusion, setting, theme, author's purpose, mood, tone, and style	L.F.1.1.1-3; L.F.1.3.1-2; L.F.2.1.1-2; L.F.2.2.1;4; L.F.2.3.1-6; L.F.2.4.1; L.F.2.5.1; 3;	<i>Our Town</i> , Act III	analysis of allusion; Etiquette passages	poem connections	Reflection piece, theme CR, or unit test

<b>Content Covered/Themes/Areas of Focus</b>	<b>PA Core / Common / National Standards or Eligible Content (Req: Keystone Courses)</b>	<b>Materials</b>	<b>Activities / Instructional Delivery</b>	<b>Formative Assessments</b>	<b>Summative Assessments</b>
author introduction, setting, characters, POV, figurative language (simile, metaphor, imagery); symbolism	L.F.1.1.1-3; L.F.1.3.1-2; L.F.2.1.1-2; L.F.2.2-4; L.F.2.3.1-6; L.F.2.4.1; L.F.2.5.1-2; L.N.1.3.1-3; L.N.2.1.1-2; L.N.2.2.3; C.C.1.4.9-10.S	<i>The Great Gatsby</i> , chapters 1-3; handouts: "Prohibition" and "Harlem in the Jazz Age"; character chart; images from film; Leonardo DiCaprio movie version	author introduction, comparing nonfiction articles to depiction by narrator of time period, watch movie depiction; interview of person over 50 about American Dream	reading quiz; quote analysis; interview of person over 50 about American Dream	
figurative language (simile, metaphor, imagery); symbolism; plot; characterization	L.F.1.1.1-3; L.F.1.3.1-2; L.F.2.1.1-2; L.F.2.2-4; L.F.2.3.1-6; L.F.2.4.1; L.F.2.5.1-2; L.N.1.3.1-3; L.N.2.1.1-2; L.N.2.2.3; C.C.1.4.9-10.S	<i>The Great Gatsby</i> , chapters 4-6; Leonardo DiCaprio movie version, nonfiction article "Gatsby's Guide to Manhood"	watch movie depiction, figurative language exercise, social discussion, plot/sequence analysis, inferencing activity on Gatsby	reading quiz, graded responses and activities	
themes (alienation, identity, friendship), analysis of the American Dream, plot structure; symbolism	L.F.1.1.1-3; L.F.1.3.1-2; L.F.2.1.1-2; L.F.2.2-4; L.F.2.3.1-6; L.F.2.4.1; L.F.2.5.1-2; C.C.1.4.9-10.S	<i>The Great Gatsby</i> , chapters 7-9; Leonardo DiCaprio movie version	watch movie depiction, movie soundtrack analysis, connection activities to the American Dream, text to text pairing between chapters 2 and 8	book cover project with Constructed Response	Quarterly 4