

<b>ELA Grade 11 Hon (dev. June 2019)</b>					
<b>Latin America</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>
Fact vs. fiction; point of view; characterization; setting; theme; speaker evaluation	CC.1.3.11-12.A: Key Ideas and Details: Theme; CC.1.3.11-12.B: Key Ideas and Details: Text Analysis; CC.1.3.11-12.C: Key Ideas and Details: Literary Elements; CC.1.3.11-12.D: Craft and Structure: Point of View; CC.1.5.11-12.B: Comprehension and Collaboration: Critical Listening; CC.1.4.11-12.G: Argumentative Writing (which includes CC.1.4.11-12.H: Argumentative Focus; CC.1.4.11-12.J: Argumentative Organization; CC.1.4.11-12.K: Argumentative Style; CC.1.4.11-12.L: Argumentative Conventions of Language)	<i>In the Time of the Butterflies</i> by Julia Alvarez; "In the Time of the Butterflies." NEA, 6 June 2018, <a href="http://www.arts.gov/national-initiatives/nea-big-read/time-butterflies">www.arts.gov/national-initiatives/nea-big-read/time-butterflies</a> .; CommonLit-- "Trujillo and the Mirabal Sisters" (2016); Chimamanda Adichie's "The Danger of a Single Story"	Entrance tickets, partner point of view work, character study, gallery walk; speaker evaluation	Point of view worksheet; gallery walk exit tickets	Summer reading essay (setting + character)
Poetic terms; poetic structure	CC.1.3.11-12.C: Key Ideas and Details: Literary Elements; CC.1.3.11-12.E: Craft and Structure: Text Structure; CC.1.3.11-12.F: Craft and Structure: Vocabulary; CC.1.4.11-12.S: Response to Literature	"Keeping Quiet" and "Goodbyes" by Pablo Neruda; "Possibilities" by Circe Maia; "Look at Me" by Ana Maria Rodas; "I Am Not Lonely" by Gabriela Mistral	Whole and small class discussion; partner work	Discussion; worksheet	There is no summative assessment for this mini-lesson
Magical realism (genre study); collaborative conversation	CC.1.3.11-12.C: Key Ideas and Details: Literary Elements; CC.1.3.11-12.E: Craft and Structure: Text Structure; CC.1.3.11-12.H: Integration of Knowledge and Ideas; CC.1.4.11-12.M: Narrative; CC.1.5.11-12.A: Comprehension and Collaboration: Collaborative Discussion	"The Handsomest Drowned Man in the World" by Gabriel Garcia Marquez; "Night Face Up" by Julio Cortazar	Lecture; question creation; large and small group discussion; partner work; fishbowl seminar	Question checks; partner worksheet; fishbowl participation	Magical realism narrative assignment
<b>Africa</b>					

Content Covered/Themes/Areas of Focus	PA Core / Common / National Standards or Eligible Content (Req: Keystone Courses)	Materials	Activities / Instructional Delivery	Formative Assessments	Summative Assessments
Personal response to literature; writing routines; main idea/ theme connections; point of view; text structure	CC.1.2.11-12.A: Key Ideas and Details: Main Idea; CC.1.2.11-12.B: Key Ideas and Details: Text Analysis; CC.1.2.11-12.D: Craft and Structure: Point of View; CC.1.2.11-12.E: Craft and Structure: Text Structure; CC.1.4.11-12.X: Range of Writing	<i>The Face: Cartography of the Void</i> by Chris Abani; excerpt from <i>The Things They Carried</i> by Tim O'Brien	Daily written response; large and small group discussions; text-dependent analysis/ discussion	contributions to class discussions; daily written responses/ sharing	selected written response, typed and polished for final submission
Apartheid background (setting); dramatic structure; theme and character; text-to-film comparison	CC.1.3.11-12.A: Key Ideas and Details: Theme; CC.1.3.11-12.C: Key Ideas and Details: Literary Elements; CC.1.3.11-12.E: Craft and Structure: Text Structure; CC.1.3.11-12.G: Integration of Knowledge and Ideas: Sources of Information; CC.1.4.11-12.G: Opinion/ Argumentative Writing (which includes these features: CC.1.4.11-12.H: Opinion/ Argumentative Focus; CC.1.4.11-12.J: Opinion/ Argumentative Organization; CC.1.4.11-12.K: Opinion/ Argumentative Style; CC.1.4.11-12.L: Opinion/ Argumentative Conventions of Language); CC.1.4.11-12.T: Production and Distribution of Writing/ Writing Process	<i>"Master Harold"...and the boys</i> by Athol Fugard; "Conscience of His Country" by Holly Hughes; film version of the play	Webquest/ background building; journal responses; text-to-text connections; scene enactment; partner work; seminar; film version/ clips text-to-film comparison	webquest; comprehension quiz; seminar	written argument on father/ son relationships

Critical reading; text-to-text connections; poetic/ literary elements; poetry analysis	CC.1.3.11-12.C: Key Ideas and Details: Literary Elements; CC. 1.3.11-12.D: Craft and Structure: Point of View; CC.1.3.11-12.E: Craft and Structure: Text Structure; CC.1.3.11-12.F: Craft and Structure: Vocabulary; CC. 1.3.11-12.I: Vocabulary Acquisition and Use	"Country Lovers" and "The Moment Before the Gun Went Off" by Nadine Gordimer; <i>Kaffir Boy</i> excerpt and "I Leave South Africa" by Mark Mathabane; "Now is the Time" by Mzwakhe Mbuli; "Soweto Road" by Lindiwe Mabuza; choice of poems for project--"War Widow" by Chris Abani, "In Memoriam" by Leopold Sedar Senghor, "For My Sons & Daughters" and "Visiting My Father's Birthplace" by Dennis Brutus, "Those Rainy Mornings" by Niyi Osundare, "Child Soldiers" by Chief Charles Okereke, "Ode to Gossips" by Safia Elhillo, "Mosetsana" by Katie Pepiot, "Nightfall in Soweto" by Oswald Mbuyiseni, "You Tell Me to Wait" by Susan Kiguli	journals, partner work, large and small group discussion, poetry analysis, gallery walk	reading comprehension quizzes; poetry analysis worksheet; class discussion participation; exit tickets	Four-square poetry analysis posters (2)
SAT Essay format, evaluation, and composition	CC.1.2.11-12.A: Key Ideas and Details: Main Idea; CC.1.2.11-12.D: Craft and Structure: Point of View; CC.1.2.11-12.I: Integration of Knowledge and Ideas: Analysis Across Texts; CC.1.4.11-12.A: Informative/ Explanatory Writing (includes the following substandards: CC.1.4.11-12.B: Informative/ Explanatory Focus; CC.1.4.11-12.C: Informative/ Explanatory Content; CC.1.4.11-12.D: Informative/ Explanatory Organization; CC.1.4.11-12.E: Informative/ Explanatory Style; CC.1.4.11-12.F: Informative/ Explanatory Conventions)	"Let There be Dark" by Paul Bogard; SAT essay resources released by the College Board; "Speech at Cape Town" by Nelson Mandela	Review prompt, brainstorm, read and evaluate exemplars, read and analyze Mandela speech, partner work	large and small group discussions; annotations	In-class written explanatory essay
Citations; Within sentence punctuation (commas, semicolons, colons, apostrophes)	CC.1.4.11-12.L: Opinion/ Argumentative Conventions of Language	Teacher-created resources	Daily mini-lessons and editing practice	participation in editing discussions	part of the conventions grade for the argumentative written piece

Europe					
Content Covered/Themes/Areas of Focus	PA Core / Common / National Standards or Eligible Content (Req: Keystone Courses)	Materials	Activities / Instructional Delivery	Formative Assessments	Summative Assessments
rhetoric and rhetorical analysis; characterization; text-to-world connections; theme; genre; national identity	CC.1.2.11-12.A: Key Ideas and Details: Main Idea; CC.1.2.11-12.I: Integration of Knowledge and Ideas: Analysis Across Texts; CC.1.2.11-12.J: Vocabulary Acquisition and Use; CC.1.3.11-12.A: Key Ideas and Details: Theme; CC.1.3.11-12.F: Craft and Structure: Vocabulary; CC.1.3.11-12.I: Vocabulary Acquisition and Use; CC.1.4.11-12.V: Conducting Research; CC.1.5.11-12.A: Comprehension and Collaboration: Collaborative Discussion	<i>Animal Farm</i> by George Orwell; (potential- Aesop's fables; articles on Russian Revolution, psychology, advertisement, and politics; poetry; Tweets, memes, cartoons, statues)	Written response; small and large group discussion; creative project(s)	contributions to class discussions; daily written responses/ sharing; quizzes	creative mini project-life in song
Characterization, conflict, point of view, theme	CC.1.2.11-12.J: Vocabulary Acquisition and Use; CC.1.3.11-12.A: Key Ideas and Details: Theme; CC.1.2.11-12.B: Key Ideas and Details: Text Analysis; CC.1.4.11-12.A. Informative/Explanatory Writing; CC.1.5.11-12.A: Comprehension and Collaboration: Collaborative Discussion	<i>The Metamorphosis</i> by Franz Kafka; (potential: NYT article: "How Social Isolation is Killing Us"; )	Written response; small and large group discussion; creative project(s)	contributions to class discussions; daily written responses/ sharing; quizzes	Essay exploring the terms Orwellian or Kafkaesque in light of <i>Animal Farm</i> or <i>The Metamorphosis</i>
SAT Prep: Writing and Language	CC.1.4.11-12.F: Informative/ Explanatory Conventions; CC.1.4.11-12.L: Opinion/ Argumentative Conventions of Language	College Board Resources, including "Greenland Ice Sheet," "Coworking: A Creative Solution," and "Librarians Help Navigate in the Digital Age," plus teacher- created punctuation and grammar practice	Mini-lessons on punctuation and grammar; practice with College Board-produced practice subtests	Daily practice sheets	Curriculum check

SAT Prep: Reading (Command of Evidence)	CC.1.2.11-12.B: Key Ideas and Details: Text Analysis; CC.1.2.11-12.C: Key Ideas and Details: Text Analysis; CC.1.2.11-12.E: Craft and Structure: Text Structure; CC.1.2.11-12.G: Integration of Knowledge and Ideas: Diverse Media; CC.1.2.11-12.K: Vocabulary Acquisition and Use; CC.1.3.11-12.B: Key Ideas and Details: Text Analysis	College Board resources including "Turtles Use the Earth's Magnetic Field as Global GPS," an excerpt from <i>Ethan Frome</i> , "Money Can't Buy Love: Asymmetric Beliefs about Gift Price and Feelings of Appreciation," and "Genetic Implications of the Structure of Deoxyribonucleic Acid," plus teacher-made resources	Mini-lessons on evaluating evidence and breaking down charts	Daily practice worksheets and activities	Curriculum check
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**Middle East**

<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>
Graphic novel structure/ meaning	CC.1.2.11-12.B: Key Ideas and Details: Text Analysis; CC.1.2.11-12.C: Key Ideas and Details: Text Analysis; CC.1.2.11-12.D: Point of View; CC.1.2.11-12.E: Craft and Structure: Text Structure; CC.1.2.11-12.J: Vocabulary Acquisition and Use; CC.1.4.11-12.X: Range of Writing; CC.1.5.11-12.D: Presentation of Knowledge and Ideas: Purpose, Audience, and Task; CC.1.5.11-12.F: Integration of Knowledge and Ideas: Multimedia	<i>Persepolis</i> by Marjane Satrapi	Lecture, journaling, panel analysis, partner and small group work; large class discussions; presentations	one-pager; panel presentation; reading quiz; participation in class discussions	final project (choice of products)
Poetry analysis and creation	CC.1.3.11-12.A: Key Ideas and Details: Theme; CC.1.3.11-12.B: Key Ideas and Details: Text Analysis; CC.1.3.11-12.C: Key Ideas and Details: Literary Elements; CC.1.3.11-12.E: Craft and Structure: Text Structure; CC.1.3.11-12.F: Craft and Structure: Vocabulary; CC.1.4.11-12.S: Response to Literature; CC.1.4.11-12.X: Range of Writing	short untitled works by Rumi, "From the Book of Esther" by Yehuda Amichai, "A Prison Evening" by Faiz Ahmed Faiz, "Identity Card" by Mahmoud Darwish	Small and large group discussion; partner analysis (TP-CASTT/ explication); independent analysis	analysis worksheets/ responses; participation in small group discussions	Poetry creation

Critical reading; text-to-world connections	CC.1.3.11-12.A: Key Ideas and Details: Theme; CC.1.3.11-12.C: Key Ideas and Details: Literary Elements; CC.1.3.11-12.D: Craft and Structure: Point of View	"The Guest" by Albert Camus	Large and small group discussions; partner work	partner worksheet; participation in group discussions	Summative assessment will occur as part of the quarterly 2 open-ended response
Characterization; Genre; Symbolism; Structure; Theme; Argumentative writing	C.1.3.11-12A: Key Ideas and Details: Theme; CC.1.3.11-12.B: Key Ideas and Details: Text Analysis CC.1.3.11-12C: Key Ideas and Details: Literary Elements; CC.1.4.11-12D: Craft and Structure: Point of View; CC.1.3.11-12E: Craft and Structure: Text Structure; CC.1.3.11-12F: Craft and Structure: Vocabulary; CC.1.3.11-12H: Integration of Knowledge and Ideas; CC.1.3.11-12.J: Vocabulary Acquisition and Use; CC.1.3.11-12K: Range of Reading; CC.1.4.11-12G: Opinion/Argumentative ( <i>which includes CC.1.4.11-12H: Opinion/Argumentative: Focus; CC.1.4.11-12.I: Opinion/Argumentative: Content; CC.1.4.11-12.J: Opinion/Argumentative: Organization; CC.1.4.11-12.K: Opinion/Argumentative: Style; CC.1.4.11-12.L: Opinion/Argumentative: Conventions of Language</i> ); CC.1.4.11-12.S: Response to Literature; CC.1.4.11-12T: Production and Distribution of Writing: Writing Process; CC.1.4.11-12X: Range of Writing; CC.1.5.11-12A: Comprehension and Collaboration: Collaborative Discussion; CC.1.5.11-12C: Comprehension and Collaboration: Evaluating Information	<i>The Queue</i> by Basma Abdel Aziz (potential sources: varying sources detailing Arab Spring; TED Ed videos (review Orwellian/Kafkaesque); NYT article "Middle Eastern Writers find Refuge in the Dystopian Novel;" non-fiction psychology articles/Aziz's experiences working at the Nadeem Center)	Large and small group discussions; reflective journal writing; partner and small group work; lecture (background and argument);	Reading quizzes; participation in small-group discussions; group character activity; partner/independent worksheets and tasks	Argumentative Essay: How <i>The Queue</i> is/isn't Orwellian or Kafkaesque

SAT Prep: Writing and Language (revision)	CC.1.2.11-12.F: Craft and Structure: Vocabulary; CC.1.2.11-12.G: Integration of Knowledge and Ideas: Diverse Media; CC.1.2.11-12.K: Vocabulary Acquisition and Use; CC.11.-12.L: Range of Reading; CC.1.4.11-12.D: Informative/ Explanatory Organization; CC.1.4.11-12.E: Informative/ Explanatory Style; CC.1.4.11-12.F: Informative/ Explanatory Conventions; CC.1.4.11-12.T: Production and Distribution of Writing/ Writing Process	Various College Board-produced resources including "Environmental Otters," "The Evolution of Slow Food," and "NASA: A Space Program with Down-to-Earth Benefits," plus a variety of teacher-created revisions, style, and sophistication resources.	mini-lessons, practice tasks, partner practice	exit tickets, discussions/ questions, daily edits	Curriculum check
<b>Asia</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>
characterization, theme, globalization, culture	CC.1.3.11-12.A: Key Ideas and Details: Theme; CC.1.3.11-12.B: Key Ideas and Details Text Analysis; CC.1.3.11-12.K: Range of Reading; CC.1.4.11-12.B: Informative/Explanatory: Content;	<i>The Housekeeper and the Professor</i> by Yoko Ogawa (+ articles on globalization, Japanese culture)	journals (sticky notes prompt, number/symbol prompt, personality tests); discussions	reading quizzes, worksheets, participation in discussions	
Characterization, conflict, point of view, theme	CC.1.3.11-12.A: Key Ideas and Details: Theme; CC.1.3.11-12.B: Key Ideas and Details: Text Analysis; CC.1.3.11-12.C: Key Ideas and Details: Literary Elements; CC.1.3.11-12.D: Craft and Structure: Point of View; CC.1.4.11-12.X: Range of Writing	<i>Interpreter of Maladies</i> by Jhumpa Lahiri (specifically the following stories: "Interpreter of Maladies," "This Blessed House," and "Third and Final Continent")	Journals, discussions (large and small group), lecture, partner work, exit tickets	reading quizzes, partner worksheet, participation in discussion	Resonances found poem
Poetry analysis	CC.1.3.11-12.A: Key Ideas and Details: Theme; CC.1.3.11-12.B: Key Ideas and Details: Text Analysis; CC.1.3.11-12.E: Craft and Structure: Text Structure; CC.1.3.11-12.F: Craft and Structure: Vocabulary; CC.1.4.11-12.S: Response to Literature	"Arranged Marriage" and "The Quilt" by Chitra Divakaruni; TBD poems	poetry analysis, small group discussions	participation in discussions, poetry analysis notes/ exit tickets	Poem explication

SAT Prep: Reading/ Command of Evidence (review)	CC.1.2.11-12.A: Key Ideas and Details: Main Idea; CC.1.2.11-12.B: Key Ideas and Details: Text Analysis; CC.1.2.11-12.E: Craft and Structure: Text Structure; CC.1.3.11-12.A: Key Ideas and Details: Theme; CC.1.3.11-12.B: Key Ideas and Details: Text Analysis; CC.1.2.11-12.L: Range of Reading; CC.1.3.11-12.E: Craft and Structure: Text Structure; CC.1.3.11-12.F: Craft and Structure: Vocabulary	College Board-produced resources including excerpts from <i>The Strangeness of Beauty</i> (fiction) and <i>Straphanger: Saving Our Cities and Ourselves from the Automobile</i> (nonfiction)	discussion, practice tasks	discussion, exit tickets	Curriculum check
<b>History of the World</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>
Historical thinking/ argument analysis; critical reading skills	CC.1.2.11-12.A: Key Ideas and Details: Main Idea; CC.1.2.11-12.D: Craft and Structure: Point of View; CC.1.2.11-12.E: Craft and Structure: Text Structure	<i>A History of the World in 6 Glasses</i> , Introduction, chapters 2 and 3 + summaries of chapter 1 and 4	Argument identification; argument evaluation; small and large group discussions	Chapter notes	No summative assignment for this portion of the text.
Critical reading skills	CC.1.2.11-12.A: Key Ideas and Details: Main Idea; CC.1.2.11-12.D: Craft and Structure: Point of View; CC.1.2.11-12.E: Craft and Structure: Text Structure; CC.1.2.11-12.L: Range of Reading	<i>A History of the World in 6 Glasses</i> , chapters 6, 7 and 8	Claim substantiation; passage analysis; small group discussion	Chapter assignment	No summative assignment for this portion of the text.
Critical reading skills	CC.1.2.11-12.A: Key Ideas and Details: Main Idea; CC.1.2.11-12.D: Craft and Structure: Point of View; CC.1.2.11-12.E: Craft and Structure: Text Structure; CC.1.2.11-12.L: Range of Reading	<i>A History of the World in 6 Glasses</i> , chapters 9 and 10	Claim substantiation; passage analysis; text-to-world connections; small group discussion	Chapter assignment; small group discussion	No summative assignment for this portion of the text.



Text structure, argument analysis, evidence incorporation	CC.1.2.11-12.A: Key Ideas and Details: Main Idea; CC.1.2.11-12.B: Key Ideas and Details: Text Analysis; CC.1.2.11-12.C: Key Ideas and Details: Text Analysis; CC.1.2.11-12.D: Craft and Structure: Point of View; CC.1.2.11-12.E: Craft and Structure: Text Structure; CC.1.2.11-12.L: Range of Reading; CC.1.4.11-12.A: Informative/ Explanatory Writing	A History of the World in 6 Glasses, chapters 11, 12, and epilogue	Argument evaluation; small group work; large and small class discussions	Chapter assignment; evaluation worksheet; participation in small group discussions	Argument and evidence analysis essay
Introduction to research; topic generation; evaluating sources; developing a works cited	CC.1.4.11-12.V: Conducting Research; CC.1.4.11-12.W: Credibility, Reliability, and Validity of Sources	Database and internet sources for student-driven research question	Topic brainstorming, exploration of sources; source evaluation	Topic proposal; source evaluation and drafted list of sources	No summative assignment for this portion of the text.
Note taking; choosing the best evidence; organizing notes	CC.1.4.11-12.V: Conducting Research; CC.1.4.11-12.W: Credibility, Reliability, and Validity of Sources; CC.1.2.11-12.L: Range of Reading	Database and internet sources for student-driven research question	Note taking; sample paper analysis; grouping and outlining facts practice	Notes; updated source list	Outline
Drafting from an outline; supporting claims; using in-text citations; avoiding plagiarism	CC.1.4.11-12.V: Conducting Research; CC.1.4.11-12.W: Credibility, Reliability, and Validity of Sources; CC.1.4.11-12.A: Informative/ Explanatory (which includes substandards: CC.1.4.11-12.B: Informative Focus; CC.1.4.11-12.C: Informative Content; CC.1.4.11-12.D: Informative Organization; CC.1.4.11-12.E: Informative Style; CC.1.4.11-12.F: Informative Conventions)	Notes from research	Writing workshops/ mini-lessons on incorporating evidence, avoiding plagiarism, synthesizing multiple sources, and paraphrasing effectively	exit tickets, participation in discussion	Rough draft
Revision; polishing a piece of writing	CC.1.4.11-12.T: Production and Distribution of Writing/ Writing Process	Draft of research paper	Peer and self revision	Peer review worksheet	Final draft

Presenting findings	CC.1.4.11-12.U: Technology and Publication; CC.1.5.11-12.D: Presentation of Ideas: Purpose, Audience, and Task; CC.1.5.11-12.F: Integration of Knowledge and Ideas: Multimedia; CC.1.5.11-12.G: Conventions of Standard English	Student research information	roundtable presentation	roundtable presentation	Research one-pager and presentation
<b>College Essay</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>
College essay requirements and samples; brainstorming	CC.1.2.11-12.E: Craft and Structure: Text Structure; CC.1.2.11-12.F: Craft and Structure: Vocabulary; CC.1.5.11-12.A: Comprehension and Collaboration: Collaborative Discussion; CC.1.5.11-12.D: Presentation of Knowledge and Ideas: Purpose, Audience, and Task; CC.1.5.11-12.E: Integration of Knowledge and Ideas: Context; CC.1.5.11-12.G: Conventions of Standard English	Short video clips from multiple resources; "650 Words of Legit Narcissism," "10 Tips for Writing the College Essay," "Best Essays of 2019," 10 student sample essays	video viewing, internet searches for college requirements, essay evaluation for style and connection, college admissions team role-play/fishbowl, brainstorming activities	Exit tickets, color-coding essays, participation in discussions	Fishbowl role-play activity
Writing workshop--the college essay	CC.1.4.11-12.M: Narrative ( <i>includes the following substandards: CC.1.4.11-12.N: Narrative Focus; CC.1.4.11-12.O: Narrative Content; CC.1.4.11-12.P: Narrative Organization; CC.1.4.11-12.Q: Narrative Style; CC.1.4.11-12.R: Narrative Conventions of Language</i> ); CC.1.4.11-12.T: Production and Distribution of Writing/ Writing Process; CC.1.4.11-12.U: Technology and Publication	sample student essays	leads discussion, style discussion, reviewing word sophisticated language, drafting, peer review	draft, peer review	Polished college essay
<b>Modern Lit</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>
Modern world lit (To what extent does world literature reflect the universality of the human experience?)	CC.1.3.11-12.A: Key Ideas and Details: Theme; CC.1.3.11-12.B: Key Ideas and Details: Text Analysis; CC.1.3.11-12.C: Key Ideas and Details: Literary Elements; CC.1.3.11-12.D: Craft and Structure: Point of View; CC.1.3.11-12.E: Craft and Structure: Text Structure; CC.1.3.11-12.F: Craft and Structure: Vocabulary; CC.1.3.11-12.H: Integration of Knowledge and Ideas; CC.1.3.11-12.K: Range of Reading; CC.1.5.11-12.A: Comprehension and Collaboration: Collaborative Discussion; CC.1.5.11-12.E: Integration of Knowledge and Ideas: Context	"And We Shall Be Steeped" by Leopold Sedar Senghor, "You Will Forget" by Chenjerai Hove, "By Any Other Name" by Santha Rama Rau, "Cranes" by Hwang Sun Won, "Thought of Hanoi" by Nguyen Thi Vinh, "The Sniper" by Liam O'Flaherty, and "Journey Along the Oka" by Aleksandr Solzhenitsyn, plus <i>Whale Rider</i> (a film by Niki Caro)	Discussion, journalizing, partner work, lecture, film viewing, seminar	Partner worksheets, reading quizzes, exit tickets	Seminar preparation, participation, and reflection
Student revision portfolio (How do we individualize our own experiences with these big ideas of cultural, national, familial, and personal identities?)	CC.1.4.11-12.O: Narrative Content; CC.1.4.11-12.P: Narrative Organization; CC.1.4.11-12.R: Narrative Conventions of Language; CC.1.4.11-12.T: Production and Distribution of Writing/ Writing Process; CC.1.4.11-12.U: Technology and Publication; CC.1.4.11-12.X: Range of Writing	Writer's notebook and past narrative written pieces (soundtrack of my life, vignettes, college essay)	Writing Workshop and peer review	daily preparedness; participation in group review and revision sessions	Portfolio of narrative pieces and reflection
<b>Vocabulary</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>

Vocabulary Units 1-3 in Sadlier-Oxford book, level G	CC.1.2.11-12.J-K: Vocabulary Acquisition and Use (Informational); CC.1.3.11-12.I-J: Vocabulary Acquisition and Use (Reading Literature); CC.1.4.11-12.E: Informative/ Explanatory Style; CC.1.4.11-12.K: Opinion/ Argumentative Style; CC.1.4.11-12.Q: Narrative Style	<i>Level G Sadlier-Oxford Vocabulary Workshop</i>	Practice with vocabulary activities, including Choosing the Right Word, Synonyms, Antonyms, Completing the Sentence, vocabulary illustrations, quizlet review	Unit quizzes	Cumulative vocabulary test
Vocabulary Units 4-6 in Sadlier-Oxford book, level G	CC.1.2.11-12.J-K: Vocabulary Acquisition and Use (Informational); CC.1.3.11-12.I-J: Vocabulary Acquisition and Use (Reading Literature); CC.1.4.11-12.E: Informative/ Explanatory Style; CC.1.4.11-12.K: Opinion/ Argumentative Style; CC.1.4.11-12.Q: Narrative Style	Level G Sadlier-Oxford Vocabulary Workshop	Practice with vocabulary activities, including Choosing the Right Word, Synonyms, Antonyms, Completing the Sentence, vocabulary illustrations, quizlet review	Unit quizzes	Cumulative vocabulary test
Vocabulary Units 7-9 in Sadlier-Oxford book, level G	CC.1.2.11-12.J-K: Vocabulary Acquisition and Use (Informational); CC.1.3.11-12.I-J: Vocabulary Acquisition and Use (Reading Literature); CC.1.4.11-12.E: Informative/ Explanatory Style; CC.1.4.11-12.K: Opinion/ Argumentative Style; CC.1.4.11-12.Q: Narrative Style	Level G Sadlier-Oxford Vocabulary Workshop	Practice with vocabulary activities, including Choosing the Right Word, Synonyms, Antonyms, Completing the Sentence, vocabulary illustrations, quizlet review	Unit quizzes	Cumulative vocabulary test
Vocabulary Units 10-12 in Sadlier-Oxford book, level G	CC.1.2.11-12.J-K: Vocabulary Acquisition and Use (Informational); CC.1.3.11-12.I-J: Vocabulary Acquisition and Use (Reading Literature); CC.1.4.11-12.E: Informative/ Explanatory Style; CC.1.4.11-12.K: Opinion/ Argumentative Style; CC.1.4.11-12.Q: Narrative Style	Level G Sadlier-Oxford Vocabulary Workshop	Practice with vocabulary activities, including Choosing the Right Word, Synonyms, Antonyms, Completing the Sentence, vocabulary illustrations, quizlet review	Unit quizzes	Cumulative vocabulary test