ELA Grade 12 Hon (dev. June 2019)

PA Core Eligible Content	Content Covered/Themes/Areas of Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Instructional Delivery	Formative Assessments	Summative Assessments
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.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.G-L	analyzing author's choices African American Literary Theory Authorial Choice of Setting (specifically city, Chicago, etc) intertextual connections reading strategies Rules of Notice Supporting assertions with textual evidence Analyzing scholarly journal articles Identifying and Interrogating white savior narratives	*Native Son*	F	8 Strategies of Effective Readers - specifically making inferences and making connections; small group discussions; graphic organizers	Native Son Analyzing Authorial Choice Quiz Coding "Moves" in analytical essays (summary, analysis, anecdote, textual excerpt, etc)Supporting Inferences with textual evidence; Analyzing Author's' Choices; Re-reading / Close Reading; Rules of Notice; Archetypes; Quotation analysis; Inferencing; Making intertextual connections	Analytical written response to demonstrate awareness of authorial choice

PA Core Eligible Content	Content Covered/Themes/Areas of Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Instructional Delivery	Formative Assessments	Summative Assessments
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.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.G-L	analyzing author's choices archetypal journey Making intertextual connections Making predictions	*Native Son*	F	key passage analysis Identifying important ideas Learning how to generate higher-order open-ended questions Small-group discussion (SGD) Learning how to generate and evaluate O-HOTs Synthesizing strategy Culminating writing piece that can be used as preparation for QA1	Student-generated O-HOTs during class discussion; Visualizing Strategy quick write; Graphic Organizer-Using textual evidence to support assertions, inferences, and predictions; Final O-HOT for discussion; Synthesizing activity Find a reading on the concept of a white savior narrative. To what extent do the texts Ss have studied propagate this narrative construct? SDS ranking series of texts. What moves would an updated rendering of Native Son make in the wake of BLM? COnsider the HBO updated visual text.	Culminating writing piece that can be used as preparation for QA1

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CC.1.2.11-12.F CC.1.2.11-12.G CC.1.2.11-12.J	Sophocles mythology tragedy irony dramatic irony verbal irony situational irony cosmic irony	*Oedipus Rex* *"Ironic" by Alanis Morissette* *"The Man" by The Killers*	P	anticipation guide; small group discussion; Greek tragedy intro; Irony intro;	quick writes; "The Man" Activity on google classroom	
CC.1.2.11-12.F **CC.1.2.11-12.G** CC.1.2.11-12.J CC.1.3.11-12.J	tragedy Aristotle hamartia hubris peripeteia anagnorisis nemesis catharsis	*Oedipus Rex* *excerpt from Aristotle* *various internet sources*	P, NF	Traits of a Tragic Hero; vocabulary acquisition; modern application of Aristotle's tragic hero concept to well-known figures; small group discussion and completion of presentation	tragic hero quiz; small group presentation of tragic hero	

CC.1.3.11-12.A **CC.1.3.11-12.B** CC.1.3.11-12.K CC.1.4.11-12.F **CC.1.4.11-12.G** **CC.1.4.11-12.H** **CC.1.4.11-12.I**	mythology inference text-based evidence argument	*Oedipus Rex* *Myth of Prometheus*	F	small-group discussion (SGD); thesis development		short essay on Myth of Prometheus using textual evidence-identify one character trait that the Greeks appear to value and one that they seem to condemn.
CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.F CC.1.2.11-12.G CC.1.2.11-12.H CC.1.2.11-12.I CC.1.3.11-12.A-F **CC.1.4.11-12.A** CC.1.4.11-12.E **CC.1.4.11-12.F**	irony, foreshadowing, mythology, tragedy, tragic hero, tragic vision, argument, inference, assertion, summarize, evaluate, support with evidence, verbal irony, situational irony, dramatic irony, cosmic irony tragic hero, tragic flaw	*Oedipus Rex* Socrates excerpt Hesiod's Arachne	P, NF, F	Reading and analysis of the Prologue and Scene 1; Think-Pair-Share; Discussion Based Questions-examined consciousness, representation of gods, and oracles	Quick Writes on author's argument, Summary and Evaluation Exercises regarding author's purpose, Guided Readings and Guided Discussion with focus on author's argument	
CC.1.2.11-12.A **CC.1.2.11-12.B** CC.1.2.11-12.C CC.1.2.11-12.F CC.1.2.11-12.G CC.1.2.11-12.H CC.1.2.11-12.I CC.1.3.11-12.A-F CC.1.4.11-12.A CC.1.4.11-12.E CC.1.4.11-12.F	author's choices, irony irony, foreshadowing, Tragedy, miasma, Moirea, tragic hero, tragic vision, catharsis, argument, inference, assertion, summarize, evaluate, support with evidence, verbal irony, situational irony, dramatic irony, cosmic irony tragic hero, tragic flaw, Aristotle, Sophocles, mythology	*Oedipus Rex* Alexander Pope *"Pierian Spring"* *Moirae text*	P, NF, F	Reading and analysis of Scene 2 and Scene 3; Discussion Based Questions-human pride, knowledge, the Moirae	Quick Writes on DBQs, Guided Readings and Guided Discussion with focus on author's argument	Reading Quiz on Prologue to Scene 3
CC.1.3.11-12.A CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.F CC.1.2.11-12.G CC.1.2.11-12.H CC.1.2.11-12.I CC.1.4.11-12.A CC.1.4.11-12.E CC.1.4.11-12.F	author's choices, irony irony, foreshadowing, Tragedy, miasma, Moirea, tragic hero, tragic vision, catharsis, argument, inference, assertion, summarize, evaluate, support with evidence, verbal irony, situational irony, dramatic irony, cosmic irony tragic hero, tragic flaw, Aristotle, Sophocles, mythology	*Oedipus Rex* *Flavius Philostratus, Life of Apollonius of Tyana* *Hesiod's Myth of Tantalus*	P, NF, F	Reading and analysis of Scene 4 with a focus on analyzing author's choices; Discussion Based Questions-miasma	Quick Writes on DBQs; letter assignment-students write letters as characters from the play	

CC.1.3.11-12.C CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.F CC.1.2.11-12.G CC.1.2.11-12.H CC.1.2.11-12.I CC.1.4.11-12.A **CC.1.4.11-12.E** CC.1.4.11-12.F	author's choices, irony irony, foreshadowing, Tragedy, miasma, Moirea, tragic hero, tragic vision, catharsis, argument, inference, assertion, summarize, evaluate, support with evidence, verbal irony, situational irony, dramatic irony, cosmic irony tragic hero, tragic flaw, Aristotle, Sophocles, mythology	*Oedipus Rex* *Hendricks' Myth of Pandora* *Inaugural Address of Barack Obama*	P, NF, F	Reading and analysis of Scene 5; Discussion Based Question-pandora; Alternate ending	Quick Writes on DBQs; students create an alternate ending to the play with an emphasis on their aesthetic choices as authors	
CC.1.2.11-12.A CC.1.2.11-12.B **CC.1.2.11-12.C** CC.1.2.11-12.F CC.1.2.11-12.G CC.1.2.11-12.H CC.1.2.11-12.I CC.1.4.11-12.A CC.1.4.11-12.E CC.1.4.11-12.F CC.1.5.11-12 B CC.1.5.11-12 D	author's choices, irony irony, foreshadowing, Tragedy, miasma, Moirea, tragic hero, tragic vision, catharsis, argument, inference, assertion, summarize, evaluate, support with evidence, verbal irony, situational irony, dramatic irony, cosmic irony tragic hero, tragic flaw, Aristotle, Sophocles, mythology	*Oedipus Rex* *Myth of Prometheus*	P, F	Reading and analysis of Parados; Discussion Based Question-pandora; Alternate ending	Quick Writes on DBQs; students create an alternate ending to the play with an emphasis on their aesthetic choices as authors	Student presentations on their alternate endings to the play
CC.1.2.11–12.A; CC.1.2.11–12.B; CC.1.2.11–12.D; CC.1.4.11–12.B; CC.1.5.11–12.A; CC.1.5.11–12.B;	law, justice, ethics, morality, inferencing	*I am Malala*, Chapter 20 "A Death Threat against Me	NF	Reading and analysis paired text excerpt	Graphic Organizer and class discussion	
CC.1.2.11-12.K CC.1.5.11-12.A	law, justice, morality, assertion, summarize, evaluate, support with evidence, Greek Burial customs	*Antigone* - The Prologue; Buddha's Teachings; *Ozymandias*	P,NF	8 Strategies of Effective Readers; anticipation guide; ethical and cultural dilemmas discussion; Pair and Shares	Small Group Discussions	
CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.F CC.1.2.11-12.G **CC.1.2.11-12.H** **CC.1.2.11-12.I** CC.1.4.11-12.A CC.1.4.11-12.E CC.1.4.11-12.F CC.1.5.11-12.A	law, justice, ethics, morality, evaluation, synthesis, inferencing	*Antigone* -Scene 1 Excerpts on the Law from Gandhi, Martin Luther King, Jr., George Bernard Shaw, Raymond Chandler,etc	P,NF	8 Strategies of Effective Readers; small group discussion on Scene 1	Written analysis of excerpts on Creon's law	

CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.F CC.1.2.11-12.G CC.1.2.11-12.H CC.1.2.11-12.I CC.1.3.11-12.A-F CC.1.4.11-12.A CC.1.4.11-12.E CC.1.4.11-12.F	law, justice, morality, evaluate, inferencing, support with evidence, foil characters,	*Antigone* - Scene 2; Hindu literature on Karma; Aristotle's *Civic Pride*	P,NF	8 Strategies of Effective Readers discussion questions	Quick Writes - Students, writing as the Moirai, determine Creon's fate	Prologue to Scene 2 Reading Quiz
CC.1.2.11-12.A **CC.1.2.11-12.B** CC.1.2.11-12.C CC.1.2.11-12.F CC.1.2.11-12.G CC.1.2.11-12.H CC.1.2.11-12.I CC.1.3.11-12.A-F CC.1.4.11-12.A CC.1.4.11-12.E CC.1.4.11-12.F CC.1.5.11-12.A	civil disobedience, foil characters, verbal irony, gender, Machiavelli, law, justice, morality, power, argument, support with evidence, summarize	*Antigone* - Scene 3 *Machiavelli*- Excerpt from *"The Prince" Chap XVII Concerning things for which men and princes are praised.*	P,NF	Analysis of Haemon; civil disobedience activity	Graphic Organizer foreshadowing Haimon's fate	
CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C;**CC.1.2.11-12.E** CC.1.2.11-12.F CC.1.2.11-12.G CC.1.2.11-12.H CC.1.2.11-12.I CC.1.3.11-12.A-F CC.1.4.11-12.A CC.1.4.11-12.E CC.1.4.11-12.F CC.1.5.11-12.A	law, justice, morality, evaluate, inferencing, support with evidence, foil characters	*Antigone* - Scene 4 F. Scott Fitzgerald's *Letter to His Daughter*	P,F,NF	8 Strategies of Effective Readers; discussion questions;		
CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.F **CC.1.2.11-12.G** **CC.1.2.11-12.H** CC.1.2.11-12.I CC.1.3.11-12.A-F CC.1.4.11-12.A CC.1.4.11-12.E CC.1.4.11-12.F CC.1.5.11-12.A	text-to-text connection, authority, author's choices, inference, assertion	*Antigone* - Scene 5; The Milgram Experiment (Stanford Prison Experiment) "Myth" Muriel Rukeyser "War" Luigi Pirandello	P,NF	Students place two psychological studies in conversation with the major themes surrounding law, morality, power, and justice found in Antigone		written analysis drawing conclusions and applying concepts to relation to three texts

1.5.11-12.A, **1.5.11-12.D**, 1.5.11-12.E	text-to-text connection, authority, author's choices, inference, assertion, tragic hero, tragic flaw, archetypes, miasma	*Antigone* *Dead Poets Society* by Peter Weir	F,P	analysis of a visual text	compare-contrast chart; analysis questions	
CC.1.4.11-12.G CC.1.4.11.12.H CC.1.4.11.12.I **CC.1.4.11.12.J** **CC.1.4.11.12.K** **CC.1.4.11.12.L** CC.1.4.11.12.S CC.1.4.11.12.T CC.1.4.11.12.U	Crafting an analytical argument	*Oedipus Rex* *Antigone* *The Alchemist*	F,P	Pre-writing strategies; peer editing; sentence fluency exercises;		Essay: Write an essay on which play, Oedipus or Antigone, was more effective in conveying their arguments through the use of literary devices like diction choices, irony, and character?

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CC.1.2.11-12.A, CC.1.2.11-12.C, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.K, 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.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.A, 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.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.U, CC.1.4.11-12.X, CC.1.5.11-12.A, CC.1.5.11-12.G	Law, justice, morality, foil characters, archetypes, Tragedy, miasma, tragic hero, tragic vision, catharsis, argument, inference, assertion, summarize, evaluate, support with evidence, verbal irony, situational irony, dramatic irony, cosmic irony tragic hero, tragic flaw, Aristotle, Sophocles, mythology, literary criticism, Machiavelli, bystander effect, theme, social justice, impact of setting on character ("War"), metacognition	*JSTOR scholarly journal articles* *Norman DeWitt's Character and Plot in the Antigone* *Charles Levy's Antigone's Motives: A Suggested Interpretation* *Kimberly Cowell-Meyers' Teaching Politics Using Antigone* *Dorothy Willner's The Oedipus Complex, Antigone, and Electra: The Woman as Hero and Victim* *W.H.D.'s The Two Burials in Antigone* *Frank Marini's The uses of Literature in the Exploration of Public Administration Ethics: The Example of Antigone* *Catherine Bradshaw Boyd's The Isolation of Antigone and Lady Macbeth* *Thomas Hoey's Inversion in the Antigone: A Note* *Thoreau's Civil Disobedience or Martin Luther King's "Letter from Birmingham Jail"*		8 Strategies of Effective Readers Double-entry notes on literary devices-foil characters, inferences, irony, author's craft Anticipation Guide for the unit Quick Writes on author's argument-narrative (point of view) persuasive choices. Summary and Evaluation Exercises regarding author's purpose Guided Readings Guided Discussion with focus on author's argument Think-Pair-Share Assertion Argument Text-Supported Analysis of literary devices Text to text Connection KWL-law, justice, morality Double Entry Notes-literary criticism Setting as Character Analysis Module		Excerpts on the Law Analysis Antigone Double-entry Notes Antigone Word of the Day Evaluating Text: Antigone Quotation Relevance Activity Machiavelli Argument Formative assessments through discussion, quick writes, word of the day arguments, etc Antigone People of Conscience Historical Project Updated Antigone Project – Speaking and Listening 11-12.1 Analysis of: Excerpts on the Law from Gandhi, Martin , Luther King, Jr.,George

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R	authorial empathy	"Seeking a Balance: Discussion Strategies that Foster Reading with Authorial Empathy" by Aidan T. Brett flash fiction pieces	NF, F	Students introduced to concept of "authorial empathy" through article, examples of reader response to flash fiction, opportunities to rank responses along authorial empathy scale	Tasks using authorial empathy scale; sorting responses on the AES; crafting responses to literary texts at various points on the AES; exit tickets; post-it activities; small-group discussion	Final Socratic discussion on Bradbury's "Sun and Shadow" (and/or "I See You Never")
CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.E, CC.1.4.11-12.M, CC.1.4.11-12.T, CC.1.4.11-12.U, CC.1.4.11-12.V, CC.1.4.11-12.W, CC.1.4.11-12.X, CC.1.5.11-12.A, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G,	literary criticism	mixed media, scholarly articles, JSTOR Literary Criticisms: African American/Minority, Archetypal, Biological, Deconstructionist, Feminist, Queer, Historical, Marxist, Post-Colonial, and Psychological/Freudian	F, NF, P, D	group work on interactive learning cornucopia (mixed media and literary criticism presentations) research and create LC lessons presented in class; identifying metaphors for each LC; creating a Google Site to present LC to class; create an interactive lesson for peers.		project and presentation
CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.E, CC.1.4.11-12.M, CC.1.4.11-12.T, CC.1.4.11-12.U, CC.1.4.11-12.V, CC.1.4.11-12.W, CC.1.4.11-12.X, **CC.1.5.11-12.A, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G,**	literary criticism	ILCs	F, NF, P, D	presentation of interactive learning cornucopias in order to teach peers about enacting various types of literary criticism (research and create LC lessons presented in class; identifying metaphors for each LC; creating a Google Site to present LC to class; create an interactive lesson for peers.) Add requirement to ILC in honors that they analyze a children's book from their perspective. Maybe add an extra summative assessment where they offer analysis from 3 lenses. To a childhood book or film.		project and presentation

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R	genre, literary criticism, gay and lesbian criticism, minority criticism, historical criticism, feminist criticism, biographical criticism, archetypal criticism	EQ: To what extent is loneliness/isolation part of the modern urban American human experience? "The Story of Caroline" by Jill D. Block from *In Sunlight or In Shadow*	F	application of critical lenses to short fiction	semantic differential scales; MIWAW; entrance and exit tickets; small group discussions; Open-Ended Higher-Order Thinking Questions (O-HOT questions)	5-4-3-2-1 discussion writing reading quizzes
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R	historical literary criticism	EQ: To what extent is loneliness/isolation part of the modern urban American human experience? "The Truth About What Happened" by Lee Child from *In Sunlight or In Shadow*	F	application of critical lenses to short fiction	semantic differential scales; MIWAW; entrance and exit tickets; small group discussions	discussion writing reading quizzes
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R	archetypal literary criticism, feminist criticism, psychological criticism, deconstructionist criticism	EQ: To what extent is loneliness/isolation part of the modern urban American human experience? "Nighthawks" by Michael Connelly from *In Sunlight or In Shadow*	F	application of critical lenses to short fiction	semantic differential scales; MIWAW; entrance and exit tickets; small group discussions	discussion writing reading quizzes
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R	Marxist literary criticism, historical criticism, psychological criticism, feminist criticism, gay and lesbian criticism, African-American criticism	EQ: To what extent is loneliness/isolation part of the modern urban American human experience? "The Music Room" by Stephen King from *In Sunlight or In Shadow*	F	application of critical lenses to short fiction	semantic differential scales; MIWAW; entrance and exit tickets; small group discussions	discussion writing reading quizzes
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R	historical literary criticism, Marxist literary criticism, archetypal literary criticism, minority literary criticism	EQ: To what extent is loneliness/isolation part of the modern urban American human experience? "The Projectionist" by Joe R. Lansdale from *In Sunlight or In Shadow*	F	application of critical lenses to short fiction	semantic differential scales; MIWAW; entrance and exit tickets; small group discussions	discussion writing reading quizzes

CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R	feminist literary criticism, Marxist criticism, historical criticism, archetypal criticism,	EQ: To what extent is loneliness/isolation part of the modern urban American human experience? "Office at Night" by Warren Moore from *In Sunlight or In Shadow*	F	application of critical lenses to short fiction Making Predictions Rules of Notice Analyzing Authorial Choice with focus on setting and naming of characters Generating O-HOTs Developing principles of evaluation	semantic differential scales; MIWAW; entrance and exit tickets; small group discussions	discussion writing reading quizzes Task: Use your principles of evaluation to assert one story that "Office at Night" is better than and one that it is less effective than. Craft an argument in 10-15 sentences that clearly articulates the principles of selection you are using to justify your ranking. You will want to include at least three textual excerpts in your response - one from each story.
CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R	African-American literary criticism, Marxist criticism, historical criticism, feminist criticism	EQ: To what extent is loneliness/isolation part of the modern urban American human experience? "Still Life 1931" by Kris Nelscott from *In Sunlight or In Shadow*	F	application of critical lenses to short fiction	semantic differential scales; MIWAW; entrance and exit tickets; small group discussions	discussion writing reading quizzes
CC.1.4.11.12.S	Marxist literary criticism, feminist criticism, historical criticism	EQ: To what extent is loneliness/isolation part of the modern urban American human experience? "Autumn at the Automat" by Lawrence Block from *In Sunlight or In Shadow*	F	application of critical lenses to short fiction	semantic differential scales; MIWAW; entrance and exit tickets; small group discussions	discussion writing reading quizzes
CC.1.4.11.12.O CC.1.4.11.12.P CC.1.4.11.12.Q CC.1.4.11.12.R CC.1.4.11.12.T	narrative writing, figurative language, diction, dialogue, genre	narrative writing	F	narrative writing		final narrative piece Students will compose a narrative piece with an awareness of various critical lenses

PA Core Eligible Content	Content Covered/Themes/Areas of Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Instructional Delivery	Formative Assessments	Summative Assessments
CC.1.4.11.12.S CC.1.4.11.12.T	analytical writing, figurative language, diction, dialogue, genre	analytical writing	NF	evaluative writing/tournament		final analytical piece Students will compose their own piece of literary criticism from a lens of their choice based upon a peer's narrative writing piece
CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.D CC.1.2.11-12.E CC.1.2.11-12.F CC.1.2.11-12.K CC.1.2.11-12.L	EQ: What are the costs and affordances of tribalism?Identify and analyze central ideas of text, authorial purpose, textual evidence. Analyze the effectiveness of structure and organization. Evaluate the effectiveness of sources of information used by the author.	*Tribe* by Sebastian Junger	NF	8 Strategies of Effective Readers, Double-entry notes on literary devices, Socratic Circles, jigsaw activities, and discussion based questions		5 Paragraph Essay; Research Paper (Macbeth)
CC.1.2.11-12.D CC.1.4.11-12.A	Discuss and Evaluate author's point of view	*Tribe* by Sebastian Junger, *Introduction*	NF	Small Group Discussion; reading introduction in Tribe; Joe Rogan podcast	Anticipation Guide, Discussion Based Questions and Exit Ticket	
CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.4.11-12.A	Identify and analyze central ideas of text, cite textual evidence and analyze the interaction of ideas and events	*Tribe* by Sebastian Junger, *The Men and the Dogs; Self Determination Theory: When Mind Mediates Behavior* by Edward L. Deci and Richard M. Ryan	NF	Tasks, Open Ended Higher Order Thinking questions, SGD	Exit Ticket	
CC.1.2.11-12.E CC.1.2.11-12.F CC.1.4.11-12.A CC.1.4.11-12.C	Evaluate craft and structure of authors	*Tribe* by Sebastian Junger, *The Men and the Dogs; Self Determination Theory: When Mind Mediates Behavior* by Edward L. Deci and Richard M. Ryan	NF	8 Strategies of Effective Readers, graphic organizers, student generated questions	open-ended questions	

CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C	Identify and analyze central ideas of text, cite textual evidence and analyze the interaction of ideas and events	*Tribe* by Sebastian Junger (Chapter 1: The Men and the Dogs); various articles from JSTOR and other sources	NF	evaluation of sources; graphic organizer; reading nonfiction texts; crafting academic writing		Research-based paragraph (analysis of various nonfiction texts in conversation with Junger's *Tribe*)
CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.4.11-12.A CC.1.4.11-12.C	Identify and analyze central ideas of text, cite textual evidence and analyze the interaction of ideas and events	*Tribe* by Sebastian Junger, *War Makes you an Animal; The Heroism of Women and Men* by Selwyn W. Becker and Alice H. Eagly	NF	Socratic Discussions, graphic organizers and open-ended questions	open-ended questions	
CC.1.2.11-12.K CC.1.2.11-12.L CC.1.4.11-12.A	Clarify the meaning of words and phrases for comprehension	*Tribe* by Sebastian Junger, *War Makes you an Animal; The Heroism of Women and Men* by Selwyn W. Becker and Alice H. Eagly	NF	small group discussions, KWL and Jigsaw activity		10% Summary and Socratic Circles
CC.1.2.11-12.C CC.1.2.11-12.D CC.1.4.11-12.A CC.1.4.11-12.C	Analyze the interaction of texts and ideas and evaluate author's purpose	*Tribe* by Sebastian Junger, *In Bitter Safety I Awake; Empowering Veterans with PTSD in the Recovery Era: Advancing Dialogue and Integration Services* by Erin P. Finley	NF	Socratic Discussions, graphic organizers	Open Ended Response Questions	
CC.1.2.11-12.K CC.1.2.11-12.L CC.1.4.11-12.A CC.1.4.11-12.C CC.1.4.11-12.D	Read and comprehend informational text independently and proficiently; Clarify the meaning of words and phrases for comprehension	*What Is Recovery? A Conceptual Model and Explication* by Nora Jacobson, Ph. D. and Dianne Greenley, M.S.W., J.D.	NF	8 Strategies of Effective Readers, small group discussions, KWL	Literature Review	

PA Core Eligible Content	Content Covered/Themes/Areas of Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Instructional Delivery	Formative Assessments	Summative Assessments
CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.K CC.1.2.11-12.L CC.1.4.11-12.A	Analyze the interaction of texts and ideas and evaluate author's purpose	*Tribe* by Sebastian Junger, *In Bitter Safety I Awake*; *Empowering Veterans with PTSD in the Recovery Era: Advancing Dialogue and Integration Services* by Erin P. Finley	NF	graphic organizers, student generated questions	exit tickets	
CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.K CC.1.2.11-12.L CC.1.4.11-12.A CC.1.4.11-12.C CC.1.4.11-12.E CC.1.4.11-12.F CC.1.4.11-12.T CC.1.4.11-12.U CC.1.4.11-12.V CC.1.4.11-12.X CC.1.5.11-12.A CC.1.5.11-12.B	Analyze the interaction of texts and ideas in order to evaluate author's purpose and how diction and tone is used as rhetorical devices	*Tribe* by Sebastian Junger, *Calling Home From Mars*; student generated JSTOR article	NF	Socratic Circles, exit tickets and graphic organizers		Open Ended Response Questions, rough draft JSTOR Literature Review

PA Core Eligible Content	Content Covered/Themes/Areas of Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Instructional Delivery	Formative Assessments	Summative Assessments
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.I CC.1.3.11-12.J CC.1.3.11-12.K CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C	irony, foreshadowing, Tragedy, inference, assertion, verbal irony, situational irony, dramatic irony, iambic pentameter, prose, meter, tone, diction, metaphor, simile,	Shakespeare's *The Tragedy of Macbeth*	P	introductory activities: anticipation guide, discussion, iambic pentameter,	discussion, think-pair-share, mini quizzes on academic vocabulary, quick writes	

| 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.I CC.1.3.11-12.J CC.1.3.11-12.K CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C | Soliloquy, aside, Great Chain of Being, King James, The Globe, tone, diction, tragedy, power of naming characters, Marxist Literary criticism, Feminist Literary criticism, Psychological Literary Criticism, comic relief, gender roles, symbolism, dramatic irony, psychological literary criticism, iambic pentameter | Shakespeare's The Tragedy of Macbeth | | P | 8 Strategies of Effective Readers Double-entry notes on literary devices- soliloquy, aside, author's use of symbols, character's tone, author's word choice, inferences, irony, author's craft, character conflict, Marxist literary criticism, psychological literary criticism Anticipation Guide for the unit Word of the Day exercises

Quick Writes on character's decisions, author's craft and use of form, predictions, Freytag's Pyramid of Plot Structure Crafting a Literature Review Framing an Argument with the I Say / They Say Model Activating Prior Knowledge: Roman Polanski, Charles Manson, Sharon Tate, Shakespeare, King James Pre-Reading Activity Identification Review – Making Predictions, Inferences, etc Summary and Evaluation Exercises regarding author's purpose Guided Readings Guided Discussion with focus on author's argument and character's choices Think-Pair-Share Assertion Argument Text-Supported Analysis of literary devices Text to text Connection Building Vocab p 432-433 Double Entry Notes- literary criticism | Discussion, quick writes, word of the day arguments, Macbeth Double-entry Notes Macbeth Word of the Day Shakespeare language skit Macbeth Act I Quiz Macbeth Act III Quiz Macbeth Act Act V Excerpts from the Great Chain of Being | Evaluating Text: Analyzing Soliloquies Ruthless Analysis Essay Macbeth Test Macbeth Literature Review |
|---|---|---|---|---|---|---|---|

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.I CC.1.3.11-12.J CC.1.3.11-12.K CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C	Foreshadowing, Tragedy, inference, assertion, iambic pentameter, prose, meter, tone, diction, metaphor, simile,	Shakespeare's The Tragedy of Macbeth - Act 1; Roman Polanski's Macbeth	P	Graphic Organizers-symbolism, translation, and foreshadowing; Small Group Discussions; Live reading; movie excerpts	Online Graphic Organizer	Act 1 Quiz
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.I CC.1.3.11-12.J CC.1.3.11-12.K CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C	irony, foreshadowing, Tragedy, inference, assertion, verbal irony, situational irony, dramatic irony, iambic pentameter, prose, meter, tone, diction, metaphor, simile,	Shakespeare's The Tragedy of Macbeth - Act 2; Roman Polanski's Macbeth	P	Graphic Organizers; Small Group Discussions; Live reading; movie excerpts	Online Graphic Organizer-Video Notes: Tracking Elements in the Performance of Macbeth; The Dagger Soliloquy: Annotation The Dagger Soliloquy: Written Response; Scene 2: Psychological Critical Lens and the ranges of emotion	Act 2 Quiz
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.I CC.1.3.11-12.J CC.1.3.11-12.K CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C	Irony, foreshadowing, Tragedy, inference, assertion, irony, iambic pentameter, prose, meter, tone, diction, metaphor, simile,	Shakespeare's The Tragedy of Macbeth - Act 3; Roman Polanski's Macbeth	P	Graphic Organizers; Small Group Discussions; Live reading; movie excerpts; identifying research topics	Written Response-what topic and/or reading experience would students be interested in researching.	Act 3 quiz

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.I CC.1.3.11-12.J CC.1.3.11-12.K CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C	Inference, verbal irony, situational irony, dramatic irony, iambic pentameter, prose, meter, tone, diction, metaphor, simile,	Shakespeare's The Tragedy of Macbeth - Act 4; Roman Polanski's Macbeth	P	Graphic Organizers; Small Group Discussions; Live reading; movie excerpts	JSTOR research	Act 4 quiz; JSTOR literature review
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.I CC.1.3.11-12.J CC.1.3.11-12.K CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C	irony, foreshadowing, Tragedy, inference, assertion, verbal irony, situational irony, dramatic irony, iambic pentameter, prose, meter, tone, diction, metaphor, simile; JSTOR research	Shakespeare's The Tragedy of Macbeth - Act 5; Roman Polanski's Macbeth	P, NF	Graphic Organizers; Small Group Discussions; Live reading; movie excerpts; JSTOR research and paraphrase exercises,	JSTOR research	Act 5 Quiz; Written Argument and Analysis

CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.D CC.1.2.11-12.E CC.1.2.11-12.F CC.1.2.11-12.G CC.1.2.11-12.H CC.1.2.11-12.I CC.1.2.11-12.J CC.1.2.11-12.K CC.1.2.11-12.L 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.J CC.1.4.11-12.K CC.1.4.11-12.L CC.1.4.11-12.S CC.1.4.11-12.T CC.1.4.11-12.U CC.1.4.11-12.V CC.1.4.11-12.W CC.1.4.11-12.X CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C	CC.1.4.11-12.C	Research Paper; text-to-text connection, summary, synthesis, analysis, inference, argument	William Shakespeare's Macbeth Tribe by Sebastian Junger and/or topic-related scholarly articles Roman Polanski's Macbeth Christy Clothier's "Understanding Macbeth: A Returning Soldier" Jarold Ramsey "The Perversion of Manliness in Macbeth" La Donna Beaty's "What Makes A Serial Killer?" Charlotte Perkins Gilman "The Yellow Wallpaper" James Joyce "Araby" Gary Soto "Oranges" Assorted JSTOR articles Acting in the Night: Macbeth and the Places of the Civil War (intertextuality with Tribe)	P, NF, F	Research-Argument and Analysis, JSTOR, Peer Edits, paraphrase exercises, graphic organizers, pair/shares and one-on-one conferences		Research Paper--TurnItIn

Soliloquy, aside, Great Chain of Being, King James, The Globe, tone, diction, word choice, tragedy, power of naming characters, Marxist Literary criticism, Feminist Literary criticism, Psychological Literary Criticism, comic relief, gender roles, symbolism, dramatic irony, psychological literary criticism, iambic pentameter	William Shakespeare's Macbeth Roman Polanski's Macbeth Christy Clothier's "Understanding Macbeth: A Returning Soldier" Jarold Ramsey "The Perversion of Manliness in Macbeth" La Donna Beaty's "What Makes A Serial Killer?" Charlotte Perkins Gilman "The Yellow Wallpaper" James Joyce "Araby" Gary Soto "Oranges" Assorted JSTOR articles	F, NF, P, D	8 Strategies of Effective Readers Double-entry notes on literary devices- soliloquy, aside, author's use of symbols, character's tone, author's word choice, inferences, irony, author's craft, character conflict, Marxist literary criticism, psychological literary criticism Anticipation Guide for the unit Word of the Day exercises

Quick Writes on character's decisions, author's craft and use of form, predictions, Freytag's Pyramid of Plot Structure Crafting a Literature Review Framing an Argument with the I Say / They Say Model Activating Prior Knowledge: Roman Polanski, Charles Manson, Sharon Tate, Shakespeare, King James Pre-Reading Activity Identification Review – Making Predictions, Inferences, etc Summary and Evaluation Exercises regarding author's purpose Guided Readings Guided Discussion with focus on author's argument and character's choices Think-Pair-Share Assertion Argument Text-Supported Analysis of literary devices Text to text Connection Building Vocab p 432-433 Double Entry Notes- literary criticism | | Excerpts from the Great Chain of Being Macbeth Double-entry Notes Macbeth Word of the Day Evaluating Text: Analyzing Soliloquies Shakespeare language skit Formative assessments through discussion, quick writes, word of the day arguments, etc Ruthless Analysis Essay Macbeth Act I Quiz Macbeth Act III Quiz Macbeth Act Act V Macbeth Test Macbeth Literature Review Macbeth Research Paper |

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CC.1.2.11-12.K 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.I CC.1.3.11-12.J CC.1.3.11-12.K Writing CC.1.4.11-12.H CC.1.4.11-12.I CC.1.4.11-12.J CC.1.4.11-12.K CC.1.4.11-12.L CC.1.4.11-12.S CC.1.4.11-12.T CC.1.4.11-12.U CC.1.4.11-12.X Speaking CC.1.5.11-12.A	EQ: Is it better to fit in or stand out? To what extent do identity markers (race, gender, sexuality, etc) shape our experiences?	*Everything I Never Told You* by Celeste Ng	F	Chp 1 Theory of Mind tasks Strategy focus: inserting self into the text Readings of configuration Analyzing authorial choice: key concept narrative point of view	Literary Theory Response: Enacting Minority or Historical Literary Criticism	Quarterly-Students will compose chapter 13 (3-4 pages) on any character from ENTITY
	EQ: Is it better to fit in or stand out? To what extent do identity markers (race, gender, sexuality, etc) shape our experiences?	*Everything I Never Told You* by Celeste Ng	F	Ch 2 using textual evidence to support assertion; analyzing authorial choice to shift character focus; enacting historical, minority, and feminist literary criticism; psychological interpretation of parenting; historical context- immigration laws, anti-miscegenation laws, etc.	Various tasks (semantic differential scales, quick-writes...)	

CC.1.3.11-12.C analyzing authorial choice	EQ: Is it better to fit in or stand out? To what extent do identity markers (race, gender, sexuality, etc) shape our experiences?	"Behind the Formaldehyde Curtain" by Jessica Mitford		Ch 3 using textual evidence to support assertion; enacting literary theory, analyzing authorial choice; evaluating costs and affordances of author's choice of narrative point of view Potential paired nonfiction reading of "Behind the Formaldehyde Curtain" by Jessica Mitford	Task 1 -textual evidence to support assertion Potential: 10% summary of nonfiction piece	
	EQ: Is it better to fit in or stand out? To what extent do identity markers (race, gender, sexuality, etc) shape our experiences?	"The Story of an Hour" by Kate Chopin	F	Ch 4 using textual evidence to support assertion; enacting historical, minority, psychological, and feminist literary theory. Potential paired fiction reading of "Story of an Hour" by Kate Chopin	short written synthesis and discussion on themes between two texts	
CC.1.3.11-12.C analyzing authorial choice	EQ: Is it better to fit in or stand out? To what extent do identity markers (race, gender, sexuality, etc) shape our experiences?	JSTOR article on the impact of losing a child on marital stability and likelihood of divorce https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2841012/	F	Ch 5 analyzing the impact genre has on fiction predictions	tasks on evaluating genre and the author's narrative contract	Potential mid-unit writing piece drawing on ENTITY and 3 of the 5 supplemental texts from the unit to craft an original argument drawing on a literary approach
	EQ: Is it better to fit in or stand out? To what extent do identity markers (race, gender, sexuality, etc) shape our experiences?	*Everything I Never Told You* by Celeste Ng	F	Ch 6- analysis of theme through intergenerational character relationships	Evaluating understanding of theme and imagery via Chapter title and song assessment; in preparation for larger thinking and writing about theme and imagery in ENTITY	

CC.1.3.11-12.C analyzing authorial choice	EQ: Is it better to fit in or stand out? To what extent do identity markers (race, gender, sexuality, etc) shape our experiences?	NF excerpt on double-consciousness Article on Asian American discrimation during corona pandemic https://www.pbs.org/newshour/nation/we-have-been-through-this-before-why-anti-asian-hate-crimes-are-rising-amid-coronavirus	F;NF	Ch 7 psychological literary criticism paired reading on excerpt about double-consciousness	small-group discussion (SGD) analysis of symbols in ENTITY
	EQ: Is it better to fit in or stand out? To what extent do identity markers (race, gender, sexuality, etc) shape our experiences?	Article on role race plays in coverage of missing persons, crimes, etc (intertextual connection: Nightcrawler)	F; NF	Ch 8- analysis of water symbolism in current and previous texts; enactment of queer theory	short written reflection and online discussion on symbolism and characterization
CC.1.3.11-12.C analyzing authorial choice	EQ: Is it better to fit in or stand out? To what extent do identity markers (race, gender, sexuality, etc) shape our experiences?	adolescent brain NF article	F;NF	Ch 9 EQ, analysis, textual evidence; reflective analytical and narrative writing	writing piece that invites students to return to EQ about standing out or fitting in using analysis of James and Marilyn; paired with reflective writing on being social vs being academic
	EQ: Is it better to fit in or stand out? To what extent do identity markers (race, gender, sexuality, etc) shape our experiences?	"What 'Lean In' Misunderstands About Gender Differences" NF article; various NF articles (student-selected)	F; NF	Ch 10- EQ, characterization, relationships; grappling with major themes through the creation of a nonfiction article database	Student-crafted tasks to reflect higher-order thinking skills and depth of understanding of text; creating a nonfiction article database

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CC.1.3.11-12.C analyzing authorial choice	EQ: Is it better to fit in or stand out? To what extent do identity markers (race, gender, sexuality, etc) shape our experiences?	Everything I Never Told You by Celeste Ng	F	Ch 11 close reading : Lydia's final moments Scene with Lydia and Hannah and the necklace p.260-261 Scene between Lydia and Jack in the car	SGD on close reading passages	
	EQ: Is it better to fit in or stand out? To what extent do identity markers (race, gender, sexuality, etc) shape our experiences?	Everything I Never Told You by Celeste Ng	F	Ch 12- preparing for final discussion through essential question of unit and overarching questions about identity, generational ideals, authorial choice, symbolism, etc...	annotation; entrance and exit tickets	
CC.1.5.11-12 A CC.1.5.11-12 B CC.1.5.11-12 C CC.1.5.11-12 D CC.1.5.11-12 E CC.1.5.11-12 F CC.1.5.11-12 G	racial identity; empathy; personal struggles	Celeste Ng speech at First-Year Experience® (FYE) 2016 Conference in Orlando, FL on Reflecting on Cultural Identity, Race, and Family (10 mins)	NF	Socratic discussion and written responses		Marking Period Assessment question
CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.C CC.1.4.11-12.H CC.1.4.11-12.K	Gender Roles depicted in advertisements	Visual Advertisements (Magazines, Newspapers, Internet, etc.)		Identifying gender roles in order to establish how stereotypes drive opinion and set a false precedent in society		Advertisement Analysis graphic organizer
CC.1.5.11-12.A presenting appropriately and responding intelligently during discussions of metaphorical heuristics	Metaphors and Characters	Everything I Never Told You by Celeste Ng	F	Characterization and theme through visual representation; crafting a claim with evidence from source text		Visual Metaphor Culminating Task Exploring the utility of student-crafted metaphors to synthesize understanding of course goals
PA Core Eligible Content	**Content Covered/Themes/Areas of Focus**	**Texts (i.e. novels, films, short stories, articles, etc.)**	**Genre (F, NF, P, D)**	**Activities/Instructional Delivery**	**Formative Assessments**	**Summative Assessments**

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.K; CC.1.4.11–12.A; CC.1.4.11–12.B; CC.1.4.11–12.C; CC.1.4.11–12.D; CC.1.4.11–12.E; CC.1.4.11–12.F; CC.1.4.11–12.M; CC.1.4.11–12.N; CC.1.4.11–12.O; CC.1.4.11–12.P; CC.1.4.11–12.Q; CC.1.4.11–12.R; CC.1.4.11–12.S; CC.1.4.11–12.V; CC.1.4.11–12.W; CC.1.5.11–12.A; CC.1.5.11–12.B; CC.1.5.11–12.G;	Is identity innate, learned, or taught? How does intergenerational trauma heal? How does home both define and destroy an individual? EQ of ENTITY revisited: What makes me me?	*There There* by Tommy Orange	F		Semantic differential scales to prompt analytical assertions Utility of Prologues. The prologue of Tommy Orange's THERE THERE; It has a completely different novel opening strategy than in most books, and it absolutely works.	Combining an identity narrative piece about a struggle you have experience, struggled with, and perhaps overcome WITH A bit of research on a native group in this region/country/world A hybridized piece of writing that puts your experience in conversation with an indigenous experience (be sure to acknowledge the assumption that this question rests on that because it implies the students we teach are not indigenous which may not be the case) Two writing goals: narrative writing and research to create a sort of FOUND personal essay that is research-based
CC.1.2.11–12.A; CC.1.2.11–12.C; CC.1.2.11–12.D; CC.1.2.11–12.E; CC.1.2.11–12.G; CC.1.3.11–12.K; CC.1.5.11–12.A; CC.1.5.11–12.B; CC.1.5.11–12.G;	List three facts on Native Americans. What do you know? Where did you learn it? How is your culture related to Native Americans? Does your facts align with Orange's experience as a Native American? Is his experience similar to yours? How does Orange contribute to modern Native American identity?	Watch video from PBS interview featuring Tommy Orange	NF	Entrance Ticket, Group and Class Discussion		

CC.1.3.11–12.A; CC.1.3.11–12.B; CC.1.3.11–12.C; CC.1.3.11–12.K; CC.1.4.11–12.A; CC.1.4.11–12.S;	How do the historical episodes in the Prologue preview what might happen in the novel? Who do you think is narrating the Prologue? Why does voice matter?	*There There* by Tommy Orange, The Prologue p. 3-11	F	Reader Response Questions, small group discussions, Making Connections reading strategy	Graphic organizer and class discussions	
CC.1.2.11–12.A; CC.1.2.11–12.B; CC.1.2.11–12.C; CC.1.2.11–12.F; CC.1.2.11–12.G; CC.1.3.11–12.A; CC.1.3.11–12.B; CC.1.3.11–12.K; CC.1.4.11–12.S;	Power of Naming, Fetal Alcohol Syndrome, Tony's identity	*There There* by Tommy Orange, Tony Loneman p. 15-26; CDC Basics of Fetal Alcohol Syndrome; excerpt from Louise Erdrich's *The Painted Drum*	F, NF	Cross textual connections,	Graphic organizer and class discussions	
CC.1.2.11–12.A; CC.1.2.11–12.B; CC.1.2.11–12.C; CC.1.3.11–12.A; CC.1.3.11–12.B; CC.1.3.11–12.K; CC.1.4.11–12.A;	Impact of family on identity, truth, and art	*There There* by Tommy Orange, Dene Oxendene p. 27-44; artwork of Ralph Steadman	F, NF	Making connections with literature and art, Cross literary character connections	Brief origin narrative, graphic organizer, class discussions	
CC.1.2.11–12.A; CC.1.2.11–12.C; CC.1.2.11–12.D; CC.1.2.11–12.F; CC.1.2.11–12.G; 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.E; CC.1.3.11–12.F; CC.1.3.11–12.G; CC.1.3.11–12.K; CC.1.4.11–12.A; CC.1.4.11–12.B; CC.1.5.11–12.A; CC.1.5.11–12.B; CC.1.5.11–12.G;	What is the story of your people? How did you get here? Where are you going? Why do you think Opal gets to tell her story in the first person ("I"), while other characters are in the third person?	*There There* by Tommy Orange, Opal Viola Victoria Bear Shield p. 45-61; "The Real Story of Crazy Horse" *The Atlantic* by Alia Wong	F, NF	Jigsaw activity	Small group presentations	
CC.1.2.11–12.G; CC.1.3.11–12.A; CC.1.3.11–12.B; CC.1.3.11–12.K; CC.1.4.11–12.S;	Search for identity in the virtual world; identity and the human condition	*There There* by Tommy Orange, Edwin Black p. 62-78; A Tribe Called Red - Electric Pow Wow Drum	F, NF	Reader Response Questions, small group discussions	Graphic organizer	
CC.1.3.11–12.A; CC.1.3.11–12.B; CC.1.3.11–12.K	Older generations perception of younger generations; why older generations feel threatend by new technology	*There There* by Tommy Orange, Bill Davis p.81-87	F	Reader Response Questions, small group discussions	Graphic organizer	
CC.1.3.11–12.A; CC.1.3.11–12.B; CC.1.3.11–12.K; CC.1.4.11–12.A; CC.1.5.11–12.A; CC.1.5.11–12.B; CC.1.5.11–12.G;	How crime is bred from no hope. How the city of Oakland is characterized and the effects of gentrification.	*There There* by Tommy Orange, Calvin Johnson p. 88-97	F	Jigsaw activity	Small group presentations	

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.1.3.11–12.A; CC.1.3.11–12.B; CC.1.3.11–12.K; CC.1.4.11–12.A; CC.1.4.11–12.S;	How physical marks and sibling relationships shape one's identity.	*There There* by Tommy Orange, Jacquie Red Feather p. 98-117	F, NF	Reader Response Questions and JSTOR research to support written narratives	Graphic Organizer amd Ten Percent Summaries
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.K; CC.1.4.11–12.A; CC.1.4.11–12.S; CC.1.5.11–12.A; CC.1.5.11–12.B; CC.1.5.11–12.G;	Power of Naming, cultural risks, and symbolism	*There There* by Tommy Orange, Orvil Red Feather p. 118-133	F	Reader Response Questions, class discussions	Graphic Organizer
CC.1.3.11–12.A; CC.1.3.11–12.B; CC.1.3.11–12.E; CC.1.3.11–12.F; CC.1.3.11–12.K; CC.1.4.11–12.A; CC.1.4.11–12.B; CC.1.4.11–12.S;	Native Americans in 2021, identity, and cultural awareness	*There There* by Tommy Orange, Interlude p. 133-155	F	Making connections, class discussions, graphic organizer	Socratic Discussion
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.K; CC.1.4.11–12.A; CC.1.4.11–12.S;	Examining the use of mirrors as symbols in literature	There There by Tommy Orange, Opal Viola Victoria Bear Shield p. 159-170	F	Reader Response Questions and student driven Open-ended Higher Order Thinking Questions	Graphic Organizer, Small Group Discussion
CC.1.3.11–12.A; CC.1.3.11–12.B; CC.1.3.11–12.K; CC.1.4.11–12.A;	Characters' pasts, gun violence	*There There* by Tommy Orange, Octavio Gomez and Daniel Gonzalez p. 171-196	F	JIGSAW activity, Semantic Differential Scale	Graphic Organizer, Small Group Discussion
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.K; CC.1.4.11–12.A; CC.1.4.11–12.B; CC.1.4.11–12.S;	Domestic violence, author's choice, character voice--2nd person	*There There* by Tommy Orange, Octavio Gomez and Daniel Gonzalez p. 198-225	F	JIGSAW activity	Small group discussions and responses Costs and affordances of an off-the-reservation narrative Also costs and affordances of multiple narrators - other texts that use this effective - revisit past text with singular narrative and may out the costs and affordances of adding other narrators to that text

						Combining an identity narrative piece about a struggle you have experience, struggled with, and perhaps overcame WITH A bit of research on a native group in this region/country/world A hybridized piece of writing that puts your experience in conversation with an indigenous experience (be sure to acknowledge the assumption that this question rests on that because it implies the students we teach are not indigenous which may not be the case) Two writing goals: narrative writing and research to create a sort of FOUND personal essay that is research-based
			F, NF			
CC.1.4.11–12.A; CC.1.4.11–12.B; CC.1.4.11–12.C; CC.1.4.11–12.D; CC.1.4.11–12.E; CC.1.4.11–12.F; CC.1.4.11–12.M; CC.1.4.11–12.N; CC.1.4.11–12.O; CC.1.4.11–12.P; CC.1.4.11–12.Q; CC.1.4.11–12.R; CC.1.4.11–12.S; CC.1.4.11–12.V; CC.1.4.11–12.W;	Crafting a narrative using research as support	*There There* by Tommy Orange		Narrative Response, JSTOR research, hybridizing writing pieces to suit purpose and audience	Theme of Unlearning. What do we need to unlearn about indigenous people? How to connect There There to Tribe.	Alternate writing product: an assertion about what should constitute the ELA canon - what should we read and why?

PA Core Eligible Content	Content Covered/Themes/Areas of Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Instructional Delivery	Assessments	
	Supplemental Readings	Carlisle School; Mount Rushmore; Passyunk Avenue; Indigenous Gender Traditions; Invisible Indians: Native Americans in Pennsylvania				
	Historical events	Sand Creek Massacre Why Alcatraz Matters to Native Americans The Maori people of New Zealand in conversation with There, There				
PA Core Eligible Content	**Content Covered/Themes/Areas of Focus**	**Texts (i.e. novels, films, short stories, articles, etc.)**	**Genre (F, NF, P, D)**	**Activities/Instructional Delivery**	**Assessments**	
CC.1.2.11-12.F; CC.1.2.11-12.J; CC.1.2.11-12.K; CC.1.3.11-12.I; CC.1.3.11-12.J	Enactment and application of high-level vocabulary	Vocab Level H	N/A	Vocabulary heuristics ; vocabulary workbook activities; assorted vocabulary games	Unit quizzes; curriculum checks	