

**ELA Grade 9 Hon
(dev. June 2019)**

PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Formative Assessments	Summative Assessments
L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.	Analyze author's purpose with evidence	"Prometheus" myth "Prometheus" by Lord Byron <i>Frankenstein</i> by Mary Shelley	F	Read the myth. Identify characteristics of Prometheus. Read the poem. Make connections between poem and myth.	Question: Why did Mary Shelley use the title <i>Frankenstein or the Modern Prometheus</i> ? Use evidence from the novel, myth, and poem to support your answer.	
L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.	Define characteristics of a specific genre	Various pictures of art	F	Define characteristics of Gothic Literature and Romanticism	Ticket out	
L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.	Narrative Framework	<i>Frankenstein</i>	F	Narrative structure chart - Identify evidence from text of the different structures		
L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	Passage Analysis of character and theme	<i>Frankenstein</i>	F	Close reading of selected passages from the novel		
L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.	Jigsaw of a Romantic poem analyzing the parts and characteristics	"Rime of the Ancient Mariner"	F	Jigsaw "Rime..." in small groups	Sharing out analysis	
L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.	Versions of <i>Frankenstein</i>	Different clips of different versions	F	Compare and contrast multiple versions of <i>Frankenstein</i> to identify common themes and differences		
L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:	Roles of Frankenstein	<i>Frankenstein</i>	F	Assessment of Frankenstein/role in it (foil characters, who is to blame?, ethics, morality (cloning?))		
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L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.	Connection between objects and identity	"Introduction" from <i>Stuff Matters</i> Examples of Knolling	NF	Knolling - create a picture Explain the pieces fo the picture	Assesment of the picture and explanation rubric	
L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another. L.N. 1.1.1 Identify and/or analyze the author's intended purpose of a text. L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.	Connection between objects and abstract terms Identifying major ideas	"Introduction" from <i>Stuff Matters</i>	NF	Match from "Introduction" to abstract terms identifying connections between the two. While reading the text, identify major ideas and identify author's purpose	Entrance ticket	
L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another. L.N. 1.1.1 Identify and/or analyze the author's intended purpose of a text. L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.	Connection between texts Author's purpose Identify major ideas	"Indomitable" "Hephaestus" Bessemer Process	NF	Graphs/drawings--purpose, audience, mode Read "Hepheastus" making connections between the two texts. Visualize the Besemer Process to connect to the text	Comprehension checks	
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	Introduction Historical Context	Before We Were Free - Cover Articles?	NF	Define "freedom" /examine cover/closely read article	Multiple choice	
	Setting/Reading maps and graphics	<i>BWWF</i> opening pages	F	Observations/Analysis Questions/Discussion	Possible submission	
	Inferences/Generalizations	<i>BWWF</i> Chapters 1-9	F	Identifying inferences and finding supporting evidence/analyzing symbolism/extended metaphor	Quizzes Comprehension Checks Open responses	

	Bias/Propaganda	Examples from DR and Trujillo and current "news" https://sites.google.com/a/brown.edu/people-s-resistance-and-memory-trujillato/looking-at-primary-sources	NF	Identify propaganda techniques--define term and provide examples as small group/Analyze bias and POV through selection of detail, diction, tone, etc.	Slides with Small group presentation/Quiz/student response	
	Form/Structure	<i>BWWF</i> Diary entries 108-137	F	Purpose and impact of diary form	Quizzes/Responses	
	Literary Nonfiction: meaning, purpose, inferences, conclusions	Passages from other diary entries/memoirs: Anne Frank, others tbd	NF	Finding connections between texts/identifying differences between fiction and non-fiction		
	Connections between texts/inferences and conclusions/fiction v. nonfiction/poem analysis	Final Chapters/Immigration narratives (detainment camps and refugees)/"I Know Why the Caged Bird Sings" (time-permitting)	F/NF	Quizzes/Exit and Entrance Tickets/Analysis Questions/Close Readings	Quizzes/Exit and Entrance Tickets/Analysis Questions/Close Readings	
	Narrative techniques: dialogue, symbolism, develop an event	Narrative	F/NF	Narrative Analysis/Close Reading/Process&Product Discussions/Symbolism Analysis/Narrative Technique Exploration/Exercises in Dialogue/Narrative Creation	Dialogue Creation Exercises Craft Discussions	Summative Narrative - Rubric: Focus, Content, Organization, Style, Conventions
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L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.	Dramatic form and conventions	"Imaginative"	NF	Investigate script form/Look at characteristics of modern play (in preparation for comparison to R and J) /analyze how form impacts purpose	response/multiple choice	
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L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.	Historical Context	<i>Time Traveller's Guide</i>	NF	Jigsaw specific articles on time period/Small group presentations	Grade presentations or ticket out/Google Question	
L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.	Language (evolution, characteristics in Shakespeare's language)	Shakespeare: The Life, The Works, The Treasures Excerpts from <i>Beowulf</i> and <i>Canterbury Tales</i>	NF	Powerpoint: "translation" of Old, Middle, Modern passages / Guided notes for characteristics		
L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole	Identifying main ideas from Prologue	Prologue	F	Paraphrase individual lines and create summary to identify major events	Summary	
L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama. L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. <i>Romeo and Juliet/Beams</i> L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices. L.F.2.5.3 Identify and analyze how stage directions monologue, dialogue, soliloquy, and dialect support dramatic script.	Act 1: characteristics of drama, close reading, figurative language/puns, plot development	<i>R and J /Films (Zefferelli, Lurman, West Side Story)</i>	F	Comparison to SM (stage directions)/Quote analysis with attention to language, inference, character development/Queen Mab visualization/Clips from films/Sonnet investigation and analysis	Quizzes/Quote Analysis/3-2-1	
L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, pun,	Act 2: language and character analysis, dramatic conventions	<i>R and J /Films (Zefferelli, Lurman, West Side Story)</i>	F	Act out scetion from balcony scene/Close reading of Friar's soliloquy(theme: virtue vs. vice)/Figurative language chart/Character motives and intentions	Quizzes/Entrance or exit tickets	

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, pun... L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.	Act 3: plot development, figurative language, character	<i>R and J /Films (Zefferelli, Lurman, West Side Story)</i>	F	Act out fight scene/Video Comparison/Plot development (Freitag and climax discussion) /Figurative language and device chart	Quizzes/responses	
L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, pun... L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.	Act 4: irony/language/character	R and J /Films (Zefferelli, Lurman, West Side Story)	F	Creative responses (journal prompts: Juliet's elegy, RAFT, etc.)/ review of irony with close reading/ figurative language chart and sound devices	Quizzes/responses	
	Act 5: plot development/character/theme/language	R and J /Films (Zefferelli, Lurman, West Side Story)	F	Act out final scene/Discussion (irony, character, reconciliation and statues, theme)/Plot development (resolution)	Figurative language chart (in some form)	Test (multiple choice, passage analysis, CR, character id, fig language, etc.)
	Analytical Essay	R and J	F	Pre-writing/Graphic Organizer/Thesis development/Supporting evidence/Introduction format/Quote integration/citations/Formal style/Transitions	Graphic Organizer/Rough Draft	Analytical Essay
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<p>L.N.1.1.1 author's intended purpose of a text.</p> <p>L.N.1.1.2 Examples of a text that support the author's intended purpose.</p> <p>L.N.1.1.3 Author's use techniques and elements of nonfiction to effectively communicate an idea or concept.</p> <p>L.N.1.1.4 Author's use of key words or phrases in text informs and influences the reader.</p> <p>L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.</p> <p>L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p>	<p>Purpose, locating evidence, author's techniques</p>	<p>"Immortal"</p>	<p>NF</p>	<p>Identify use and purpose of form (cause and effect/analogy)</p> <p>Thematic connections in relation to ASR ("bionic" implants/rebuilding, vulnerability and aging)</p>		
<p>PA Core Eligible Content</p>	<p>Focus</p>	<p>Texts (i.e. novels, films, short stories, articles, etc.)</p>	<p>Genre (F, NF, P, D)</p>	<p>Activities/Skills</p>	<p>Formative Assessments</p>	<p>Summative Assessments</p>
<p>L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole. L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p>	<p>Science Fiction/Asimov context</p>	<p>Articles on Asimov and history of Science Fiction</p>	<p>F</p>	<p>Reading/summaries/inference making/connections/building context</p>	<p>Summary</p>	
<p>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: L.F.2.3.4 the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</p>	<p>POV, Conflict, Theme, Informational Reading</p>	<p><i>All Systems Red</i>, video clips of "cyborg" representations, paired informational texts</p>	<p>F/NF</p>	<p>Compare/Contrast reresentations of "cyborgs" (character and conflict)/Analyze impact of POV (rewrite scene from other character's perspective)/Do Nows and Journals (personal and modern connections to "othering")/Paired informational texts</p>	<p>Responses/Multiple choice/etc.</p>	

	Persuasion: terms and application	Persuasive articles/essays	p	Application with models		
	Research skills, Persuasion		p	Source identification and credibility/Identifying bias and audience/Debate format/Small group preparation	Steps in process	
	Persuasion/Public Speaking		p	Student-led Debates		Summative Rubric for Debate: research, notes, preparation, verbal component)
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L.N.1.1.2- evidence of purpose L.N.1.1.3 - techniques L.N.1.1.4- key words phrases L.N.1.2.3- context clues L.N.1.2.4- connotation L.N.1.3.1- main ideas L.N.1.3.3 - interrelationships of ideas and events L.N.2.1.1- inferences and conclusions from analysis of text L.N.2.2.3 - connections between texts	Compare/Contrast (140-141)	"Invisible"	NF	investigate scientific approach to literature and the lenses through which we can understand scientific studies, identify the similarities and differences between sand and water. Thematic connections to BWWF/WSWWHL (invisible, vulnerable, fragile characters) and the ways in which characters transform (connection to glass). Form: compare and contrast	entrance ticket/exit tickets	

<p>L.N.1.1.2- evidence of purpose L.N.1.1.3 - techniques L.N.1.2.3- context clues L.N.1.2.4- connotation L.N.1.3.1- main ideas L.N.1.3.3 - interrelationships of ideas and events L.N.2.1.1- inferences and conclusions from analysis of text L.N.2.2.3 - connections between texts</p>	<p>Analogy (148)</p>	<p>"Invisible"</p>	<p>NF</p>	<p>practice with analysis of analogies and discussion of how analogies, including the use of metaphors and similes, strengthens text-to-text, text-to-self, and text-to-world connections, and impacts our understanding of storytelling. Thematic connections to BWWF/WSWWHL (invisible, vulnerable, fragile characters) and the ways in which characters transform (connection to glass).</p>	<p>entrance ticket/exit tickets</p>	
<p>PA Core Eligible Content</p>	<p>Focus</p>	<p>Texts (i.e. novels, films, short stories, articles, etc.)</p>	<p>Genre (F, NF, P, D)</p>	<p>Activities/Skills</p>	<p>Formative Assessments</p>	<p>Summative Assessments</p>

<p>L.F.1.1.1 <u>Identify and/or analyze the author's intended purpose of a text.</u> L.F.1.1.2 <u>Explain, describe, and/or analyze examples of a text that support the author's intended purpose.</u> L.F.2.5.2 <u>Identify, explain, and analyze the structure of poems and sound devices.</u> L.F.2.3.5 <u>Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction</u></p>	<p>Narrative Techniques Author's purpose Poem devices Tone/mood/style</p>	<p>"Hourglass" Potential supplementals: Lady of Shallot (excerpts/paintings), Ode on a Grecian Urn, On A Painting - Su Tung P'O, Nancy Drew, The Kraken Articles on body image, corseting, foot binding, etc--feminist perspective? https://www.smithsonianmag.com/history/why-footbinding-persisted-china-millennium-180953971/ https://www.cnn.com/2017/05/21/health/china-foot-binding-new-theory/index.html Alternate views on corsets: https://www.nytimes.com/2016/11/25/t-magazine/fashion/corset-history-feminism.html</p>	<p>F (with potential NF)</p>	<p>Investigate allusions in small groups (window pane poster with gallery walk)/Whole class analysis of "Ode on a Grecian Urn" or "On a Painting"/close reading/informational paired readings/feminist lens/Investigate impact of setting, symbol, title, naming/Daily creative writing prompts</p>	<p>Allusion product/responses</p>	
<p>L.F.1.1.1 <u>Identify and/or analyze the author's intended purpose of a text.</u> L.F.1.1.2 <u>Explain, describe, and/or analyze examples of a text that support the author's intended purpose.</u> L.F.2.3.5 <u>Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction</u></p>	<p>Narrative Techniques Author's purpose</p>	<p>"The World's End" (Possible connection to "The Overcoat" by Gogol)</p>	<p>F</p>	<p>DO NOW, journal entries, Writer's Notebook Close readings Title and naming/Narrator Setting--comparative Color symbolism Shaping/building/control --tie into last story Informational text option--Central Park's development Invisibility Tie in to apocalypse, end of the world "The Overcoat" Gogol R and J monument connections</p>	<p>Quizzes Responses</p>	

<p><u>L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.</u> <u>L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.</u> L.F.2.3.5 <u>Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction</u></p>	<p>Narrative techniques Author's purpose Tone/mood/style</p>	<p>"All the Keys to all the Doors"</p>	<p>F</p>	<p>Discuss symbolism of keys and doors Investigate Naming Themes: Control and creation/birth (man-made)/voice Imagery of blood, war, battle, weight imagery, sea Debate/assess ethical choice and draw conclusions regarding the ending Identify connections across texts</p>	<p>Quizzes Responses</p>	
<p><u>L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.</u> <u>L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.</u> L.F.2.3.5 <u>Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction</u></p>	<p>Narrative techniques Author's purpose Tone/mood/style</p>	<p>"Ailments"</p>	<p>F</p>	<p>Plague--masks (prior knowledge or build context) Investigate meaning and purpose of allusions: mythological, names, bible (Jacob,Rachel, Leah?) Imagery--heat and humidity Topical discussion--abstaining from wine to prevent spread of disease Unreliable narrator Themes/Connections across texts: Fulfilling expectations/control/shaping Creative prompts/Narrative techniques</p>	<p>Quizzes Responses</p>	

<p><u>L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.</u> <u>L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.</u> <u>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction</u></p>	<p>Narrative techniques Author's purpose Tone/mood/style</p>	<p>"We Show What We Have Learned"</p>	<p>F</p>	<p>Theme/Connections across texts: -- Disintegration/shaping (unfinished) --Power/control Name of collection Naming</p>	<p>Quizzes Responses</p>	
<p><u>L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.</u> <u>L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.</u> <u>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction</u></p>	<p>Analysis</p>	<p><i>We Show What We Have Learned</i></p>	<p>F</p>	<p>Compare and Contrast/draw connections across stories (theme, plot development, imagery, character, symbols, allusions, setting, etc.)</p>	<p>Brainstorm/Outline</p>	<p>Analysis Rubric</p>
<p><u>L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.</u> <u>L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.</u> <u>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction</u></p>	<p>Narrative techniques</p>	<p><i>We Show What We Have Learned</i></p>	<p>F</p>	<p>Create a narrative piece based on Do Nows</p>		<p>Narrative</p>
	<p>Connections across texts (purpose, style, theme)</p>	<p>Additional stories that link in some way (theme, character, setting, symbol, style, etc.)</p>	<p>F</p>			
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L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.	Theme/Form and Text Organization/Tone	"Trusted"	NF	Identify how form impacts meaning/ Paradox: disintegration v. preservation, valuable but fragile, preserve and obscure; theme: connection to memories; Author's tone--grows nostalgic--bias ASMR Form: classification and division	Responses/Tickets/Quizzes	
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L.N.1.3.2	Introduction/Building context and interest			Survival Activity/Introductory slides to Golding and inspiration		
L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words L.F.1.2.4 Draw conclusions about connotations of words. L.F.2.5.1 - dialect	Words in context dialect setting	LOTF Ch 1-3	F	Map of the island using passages from Chapter 1 Scaffolding vocabulary for first three chapters Journals/diaries Dialect Symbols Close reading	Quizzes/Responses/Map	

<u>L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:</u>	Character	Themes	<i>LOTF Ch 4-6</i>	F	Character development/evolution of dynamics: Chapter 4 - page 62 - Roger with the rocks Chapter 4 - page 64 - Jack and the masks Chapter 5 - pages 76-80 - Ralph's speech /Close readings and CR practice/Mask activity and reflection	Quizzes/responses/CR practice/Character activity (Mask and reflection) when submitted	
	Tone/Mood Character	Theme Allegory	<i>LOTF Ch 7-9</i>	F	Investigation of title, allusion, Simon, allegory (possible slide activity) /Analysis of Ch 9 (Socratic seminar, debate, or discussion web--boys' accountability)/possible article pairing Ch 7/Close passage analysis for tone/mood/syntax/etc.	Quizzes/responses/CRs	
	Theme Character Irony Tone/Mood		<i>LOTF Ch 10-12/Poetry ("Dark with Power" Wendall Berry)</i>	F	Poetry connection/Epilogue Writing/Allegory via Socratic seminar/Literary Criticism/Assessment of symbolic value (shell vs. glasses)	Responses (creative and/or analytical) /Socratic Seminar	Test/Summative assignment
	Text Dependent Analysis		Connect quotes from Philosophes to <i>LOTF</i>	NF/F	Possible research Match texts to quotes from major philosophies Analyze the connection		
	Satire		<i>The Simpsons "Das Bus" SpongeBob Square Pants "Magic Conch Shell"</i>	F	Define Satire Identify target and purpose from episodes	Google Question or Ticket Out	
	Satire		"Harrison Bergeron," current political cartoons and skits, clips from <i>Shrek</i> , articles (The Onion), song parodies	F	Define and identify satirical techniques and targets	Responses/Multiple Choice/Quiz with CR	
	Satire		Satire writing - create a satire	F	Topic selection, technique application, peer review		Student-created Satire

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<p>L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:</p> <p>L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</p> <p>L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.</p> <p>L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.</p>	Tone/Mood, Structure, Steps in a Process	"Refined"	NF	Theme/symbolism--the importance and role of ritual/identity (Connect to LOTF)/Analysis of Process/Classification and Division/Text organization--unifies through personal connection to open and close	Response/MC	
<p>CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	Research Review Source Credibility		NF			
<p>CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.9–10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	Research		NF			

<p>CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and Audience. CC.1.4.9–10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Drafting</p>		<p>NF</p>			
<p>CC.1.4.9–10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>Revision</p>		<p>NF</p>			
	<p>"Synthesis"</p>					
<p>PA Core Eligible Content</p>	<p>Focus</p>	<p>Texts (i.e. novels, films, short stories, articles, etc.)</p>	<p>Genre (F, NF, P, D)</p>	<p>Activities/Skills</p>	<p>Formative Assessments</p>	<p>Summative Assessments</p>
<p>L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</p>	<p>Historical Context</p>	<p>Articles on Nigeria Pronunciation Biography of Chinua Achebe</p>	<p>NF</p>	<p>Geography of Nigeria/Pronunciation of names/Brief investigation of the Ibo (language/proverbs/possible place for primary source of Achebe brief bio)</p>		

<p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous Words L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</p>	<p>Theme POV Monitoring Comprehension of characters Cultural Significance</p>	<p><i>Things Fall Apart Part 1</i></p>	<p>F</p>	<p>Nacirema--reading and activity (after first few chapters)/study of Ibo culture/gender constructs/Okonkwo's character development/identify characters: roles and relationships/identify narrative structure (non-linear/3rd person--changing perspectives)</p>	<p>Comprehension Checks Quizzes</p>	
<p><u>L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.</u> L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p>	<p>Theme Historical context POV</p>	<p><i>Things Fall Apart Part 2/</i> The School Days of an Indian Girl - Catholic Missionaries Discussion http://digital.library.upenn.edu/women/zitkala-sa/stories/school.html / Missionaries in Benin</p>		<p>Introduction/extension of colonialism (Kipling, Christian missionaries, additional readings/resources--poem? Achebe interview)/Circle of Viewpoints Activity/ Folktale investigation (Ibo/Nigerian plus other cultures/areas)</p>	<p>Comprehension Checks Quizzes</p>	
<p>L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:</p>	<p>Literary form POV Theme Context Creative Writing</p>	<p><i>Things Fall Apart Part 3</i></p>	<p>F</p>	<p>Analyze how POV and narrative structure creates purpose/"The Second Coming" analysis and as source material for title and theme/Assess Okonkwo as tragic hero/ Achebe interview: author's purpose</p>	<p>Quizzes/responses/tickets</p>	<p>Digital Folktale: rubric</p>