

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE STANDARDS AND ANCHORS

COURSE: American Literature and Composition	GRADE: 10
STRAND: Reading Informational Text	TIME FRAME: Year-long

PA COMMON CORE STANDARD

1.2 Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

ESSENTIAL CONTENT

Key Ideas and Details

- **Main Idea:**
 - CC1.2.9-10.A: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **Text Analysis:**
 - CC1.2.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
 - CC1.2.9-10.C: Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

- **Point of View**
 - CC1.2.9-10.D: Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- **Text Structure**
 - CC1.2.9-10.E: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **Vocabulary**
 - CC1.2.9-10.F: Analyze how words and phrases shape meaning and tone in texts.

Integration of Knowledge and Ideas

- **Integration of Evaluation Evidence, Knowledge and Ideas**
 - CC1.2.9-10.G: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account
- **Integration of Knowledge and Ideas Analysis Across Texts**
 - CC1.2.9-10.H: Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
- **Integration of Knowledge and Ideas**
 - CC1.2.9-10.I: Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

Vocabulary Acquisition and Use

- CC1.2.9-10.J: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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- CC1.2.9-10.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

Range of Reading

- CC1.2.9-10.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

KEYSTONE ASSESSMENT ANCHORS

READING FOR MEANING--NONFICTION:

- L.N.1.1: Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.N.1.2: Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.N.1.3: Use appropriate strategies to comprehend literature during the reading process.

ANALYZING AND INTERPRETING LITERATURE—NONFICTION

- L.N.2.1: Use appropriate strategies to make and support interpretations of literature.
- L.N.2.2: Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.N.2.3: Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.N.2.4: Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
- L.N.2.5: Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

KEYSTONE ELIGIBLE CONTENT OBJECTIVES

- **Author's Purpose**
 - L.N.1.1.1: Identify and/or analyze the author's intended purpose of a text.
 - L.N.1.1.2: Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
 - L.N.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
 - L.N.1.1.4: Explain how an author's use of key words or phrases in text informs and influences the reader.
- **Vocabulary**
 - L.N.1.2.1: Identify and/or apply a synonym or antonym of a word used in a text.
 - L.N.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.N.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
 - L.N.1.2.4: Draw conclusions about connotations of words.
- **Comprehension**
 - L.N.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
 - L.N.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole.
 - L.N.1.3.3: Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.
- **Interpretation & Analysis**
 - **Make & Support Interpretations**
 - L.N.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.
 - L.N.2.1.2: Cite evidence from a text to support generalizations.

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- **Compare, Analyze, and Evaluate Literary Forms**
 - L.N.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
 - L.N.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- **Compare, Analyze, and Evaluate Literary Elements**
 - L.N.2.3.1: Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction: Note: Character may also be called narrator, speaker, or subject of a biography.
 - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text
 - the relationship between characters and other components of a text
 - the development of complex characters and their roles and functions within a text
 - L.N.2.3.2: Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:
 - the relationship between setting and other components of a text (character, plot, and other key literary elements)
 - L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.
 - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
 - the relationship between elements of the plot and other components of a text
 - how the author structures plot to advance the action
 - L.N.2.3.4: Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:
 - the relationship between the theme and other components of a text
 - comparing and contrasting how major themes are developed across genres
 - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
 - the way in which a work of literature is related to the themes and issues of its historical period
 - L.N.2.3.5: Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:
 - the relationship between the tone, style, and/or mood and other components of a text
 - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
 - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
 - L.N.2.3.6: Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:
 - the point of view of the narrator as first person or third person point of view
 - the impact of point of view on the meaning of a text as a whole
- **Identify and Analyze Text Organization and Structure**
 - L.N.2.4.1: Identify, analyze, and evaluate the structure and format of complex informational texts.
 - L.N.2.4.2: Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
 - L.N.2.4.3: Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.
 - L.N.2.4.4: Make connections between a text and the content of graphics and charts.
 - L.N.2.4.5: Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.
- **Identify and Analyze Essential and Nonessential Information**
 - L.N.2.5.1: Differentiate between fact and opinion.
 - L.N.2.5.2: Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.
 - L.N.2.5.3: Distinguish essential from nonessential information.
 - L.N.2.5.4: Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
 - L.N.2.5.5: Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.
 - L.N.2.5.6: Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

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COURSE: American Literature and Composition	GRADE: 10
STRAND: Reading Literature Text	TIME FRAME: Year-long

PA COMMON CORE STANDARD

1.3 Reading Literature

Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

ESSENTIAL CONTENT

Key Ideas and Details

- **Theme:**
 - CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **Text Analysis:**
 - CC.1.3.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- **Literary Elements:**
 - CC.1.3.9-10.C: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

- **Point of View**
 - CC.1.3.9-10.D: Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- **Text Structure**
 - CC.1.3.9-10.E: Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
- **Vocabulary**
 - CC.1.3.9-10.F: Analyze how words and phrases shape meaning and tone in texts.

Integration of Knowledge and Ideas

- **Sources of Information**
 - CC.1.3.9-10.G: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **Text Analysis**
 - CC.1.3.9-10.H: Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

Vocabulary Acquisition and Use

- **Strategies**
 - CC.1.3.9-10.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
 - CC.1.3.9-10.J: Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.

Range of Reading

- CC.1.3.9-10.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

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KEYSTONE ASSESSMENT ANCHORS

READING FOR MEANING--FICTION:

- L.F.1.1: Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.F.1.2: Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.F.1.3: Use appropriate strategies to comprehend literature during the reading process.

ANALYZING AND INTERPRETING LITERATURE—FICTION

- L.F.2.1: Use appropriate strategies to make and support interpretations of literature.
- L.F.2.2: Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.F.2.3: Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.F.2.4: Use appropriate strategies to identify and analyze text organization and structure in literary fiction.
- L.F.2.5: Use appropriate strategies to identify and analyze essential and nonessential information in literary fiction.

KEYSTONE ELIGIBLE CONTENT OBJECTIVES

- **Author's Purpose**
 - L.F.1.1.1: Identify and/or analyze the author's intended purpose of a text.
 - L.F.1.1.2: Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
 - L.F.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
- **Vocabulary**
 - 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.
- **Comprehension**
 - L.F.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
 - L.F.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole.
- **Interpretation & Analysis**
 - **Make & Support Interpretations**
 - L.F.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.
 - L.F.2.1.2: Cite evidence from a text to support generalizations.
 - **Compare, Analyze, and Evaluate Literary Forms**
 - L.F.2.2.1: Analyze how literary form relates to and/or influences meaning of a text.
 - L.F.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary fiction.
 - L.F.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
 - L.F.2.2.4: Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
 - **Compare, Analyze, and Evaluate Literary Elements**
 - L.F.2.3.1: Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:
Note: Character may also be called narrator, speaker, or subject of a biography.
 - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text
 - the relationship between characters and other components of a text

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- the development of complex characters and their roles and functions within a text
- L.F.2.3.2: Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:
 - the relationship between setting and other components of a text (character, plot, and other key literary elements)
- L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action.
 - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
 - the relationship between elements of the plot and other components of a text
 - how the author structures plot to advance the action
- L.F.2.3.4: Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:
 - the relationship between the theme and other components of a text
 - comparing and contrasting how major themes are developed across genres
 - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
 - the way in which a work of literature is related to the themes and issues of its historical period
- L.F.2.3.5: Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:
 - the relationship between the tone, style, and/or mood and other components of a text
 - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
 - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.F.2.3.6: Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:
 - the point of view of the narrator as first person or third person point of view
 - the impact of point of view on the meaning of a text as a whole
- **Identify and Analyze Text Organization and Structure**
 - L.F.2.4.1: Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
- **Identify and Analyze Essential and Nonessential Information**
 - L.F.2.5.1: Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
 - 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.

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COURSE: American Literature and Composition	GRADE(S): 10
STRAND: Writing	TIME FRAME: Year-Long

PA COMMON CORE STANDARD

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ESSENTIAL CONTENT

- **Informative/Explanatory**
 - **CC.1.4.9-10.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.**
 - **Focus**
 - **CC.1.4.9-10.B:** Write with a sharp distinct focus identifying topic, task, and audience.
 - **Content**
 - **CC.1.4.9-10.C:** Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
 - **Organization**
 - **CC.1.4.9-10.D:** Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
 - **Style**
 - **CC.1.4.9-10.E:** Write with an awareness of the stylistic aspects of composition.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
 - Establish and maintain a formal style.
 - **Conventions of Language**
 - **CC.1.4.9-10.F:** Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.
- **Opinion/Argumentative**
 - **CC.1.4.9-10.G: Write arguments to support claims in an analysis of substantive topics.**
 - **Focus**
 - **CC.1.4.9-10.H:** Write with a sharp distinct focus identifying topic, task, and audience.
 - Introduce the precise claim.
 - **Content**
 - **CC.1.4.9-10.I:** Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
 - **Organization**
 - **CC.1.4.9-10.J:** Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and

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reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

- **Style**
 - CC.1.4.9-10.K: Write with an awareness of the stylistic aspects of composition.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
 - Establish and maintain a formal style.
- **Conventions of Language**
 - CC.1.4.9-10.L: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation and spelling.
- **Narrative**
 - **CC.1.4.9-10.M: Write narratives to develop real or imagined experiences or events.**
 - **Focus**
 - CC.1.4.9-10.N: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
 - **Content**
 - CC.1.4.9-10.O: Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
 - **Organization**
 - CC.1.4.9-10.P: Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - **Style**
 - CC.1.4.9-10.Q: Write with an awareness of the stylistic aspects of writing.
 - Use parallel structure.
 - Use various types of phrases and clauses to convey meaning and add variety and interest.
 - **Conventions of Language**
 - CC.1.4.9-10.R: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation and spelling.
 - **Response to Literature**
 - 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 non-fiction.
 - **Production & Distribution of Writing**
 - **Writing Process**
 - 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.
 - **Technology & Publication**
 - 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.
 - **Conducting Research**
 - CC.1.4.9-10.V: Conduct short as well as more sustained research projects to answer a question

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(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.

- **Credibility, Reliability, and Validity of Sources**
 - 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.
- **Range of Writing**
 - CC.1.4.9-10.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

ASSESSMENT ANCHORS

- **Exposition**
 - C.E.1.1: Write informative pieces that describe, explain, or summarize information or ideas.
 - C.E.2.1: Revise writing to improve style, meaning, word choice, and sentence variety.
 - C.E.3.1: Use conventions of standard written language.
- **Persuasion**
 - C.P.1.1: Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods.
 - C.P.2.1: Revise writing to improve style, meaning, word choice, and sentence variety.
 - C.P.3.1: Use conventions of standard written language.

KEYSTONE ELIGIBLE CONTENT OBJECTIVES

- **Exposition**
 - C.E.1.1.1 Write with a sharp controlling point and an awareness of the audience and expository task.
 - C.E.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details.
 - C.E.1.1.3 Use appropriate organizational strategies for expository writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).
 - C.E.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.
 - C.E.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.
 - C.E.2.1.1 Use a variety of sentence structures.
 - C.E.2.1.2 Use precise language to create clarity, voice, and tone.
 - C.E.2.1.3 Revise to eliminate wordiness and redundancy.
 - C.E.2.1.4 Revise to delete irrelevant details.
 - C.E.2.1.5 Use the correct form of commonly confused words; use logical transitions.
 - C.E.2.1.6 Combine sentences for cohesiveness and unity.
 - C.E.2.1.7 Revise sentences for clarity.
 - C.E.3.1.1: Spell all words correctly.
 - C.E.3.1.2: Use capital letters correctly.
 - C.E.3.1.3: Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly).
 - C.E.3.1.4: Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).
 - C.E.3.1.5: Demonstrate correct sentence formation.

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- **Persuasion**

- C.P.1.1.1: Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.
- C.P.1.1.2: Construct a thorough argument with consistent, relevant support through the use of persuasive strategies; address opposing viewpoints.
- C.P.1.1.3: Organize the argument using effective strategies to develop a strong, well-supported position.
- C.P.1.1.4: Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.
- C.P.1.1.5: Write with control of grammar, mechanics, spelling, usage, and sentence formation.
- C.P.2.1.1 Use a variety of sentence structures.
- C.P.2.1.2 Use precise language to create clarity, voice, and tone.
- C.P.2.1.3 Revise to eliminate wordiness and redundancy.
- C.P.2.1.4 Revise to delete irrelevant details.
- C.P.2.1.5 Use the correct form of commonly confused words; use logical transitions.
- C.P.2.1.6 Combine sentences for cohesiveness and unity.
- C.P.2.1.7 Revise sentences for clarity.
- C.P.3.1.1 Spell all words correctly.
- C.P.3.1.2 Use capital letters correctly.
- C.P.3.1.3 Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly).
- C.P.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).
- C.P.3.1.5 Demonstrate correct sentence formation.

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COURSES: American Literature and Composition	GRADE(S): 10
STRAND: Speaking & Listening	TIME FRAME: Year Long

PA COMMON CORE STANDARD
1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ESSENTIAL CONTENT
<p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> ● Collaborative Discussion <ul style="list-style-type: none"> ○ <u>CC.1.5.9-10.A</u> Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. ● Evaluating Information <ul style="list-style-type: none"> ○ <u>CC.1.5.9-10.B</u> Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. ● Critical Listening <ul style="list-style-type: none"> ○ <u>CC.1.5.9-10.C</u> Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. <p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> ● Purpose, Audience, and Task <ul style="list-style-type: none"> ○ <u>CC.1.5.9-10.D</u> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. ● Context <ul style="list-style-type: none"> ○ <u>CC.1.5.9-10.E</u> Adapt speech to a variety of contexts and tasks. ● Multimedia <ul style="list-style-type: none"> ○ <u>CC.1.5.9-10.F</u> Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. <p>Conventions of Standard English</p> <ul style="list-style-type: none"> ● <u>CC.1.5.9-10.G</u> Demonstrate command of the conventions of standard English when speaking based on grade 9- 10 level and content.

ASSESSMENT ANCHORS
<ul style="list-style-type: none"> ● Pending Creation of PDE document—Currently not a Keystone Exam module

KEYSTONE ELIGIBLE CONTENT OBJECTIVES
<ul style="list-style-type: none"> ▪ Pending Creation of PDE document—Currently not a Keystone Exam module

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

CONTENT UNITS

COURSE: American Literature and Composition

GRADE: 10

UNIT 1: AMERICAN ROMANTICISM: ROMANTICISM 1806-1855, TRANSCENDENTALISM 1840-1855

UNIT OBJECTIVES:

- Define the major characteristics of American romanticism (e.g., use of symbols, myth, and the “fantastic”; veneration of nature; celebration of the “self”; and isolationism).
- Define transcendentalism as an aspect of American romanticism and explain how the two differ.
- Trace characterization techniques in American romantic novels.
- Analyze the structure and effectiveness of arguments in transcendentalist essays studied.

TERMINOLOGY: As defined in PA CCSS Keystone Literature and Composition Glossaries and in Common Core ELA Curriculum Map Overview.

- Alliteration
- Assonance
- Consonance
- Individualism
- Manifest destiny
- Paradox
- Romanticism
- Transcendentalism
- Irony

LITERARY TEXTS

Teachers should choose stories that exemplify great storytelling and think are best for their students. *Titles are available through public domain libraries or Common Core State Standards appendix B.*

REQUIRED LITERARY WORKS:

*The Scarlet Letter** (honors only)

SUPPLEMENTAL LITERARY WORKS:

Great Tales (Poe)

Transcendental Essays

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

UNIT 2: A TROUBLED YOUNG NATION: REALISM 1865-1930

KEY CONCEPTS: Realism 1865-1930

This unit examines the literature of the late nineteenth century in America. Students explore the themes related to the evolving young nation, such as the challenges of westward expansion, slavery, the changing role of women, regionalism.

UNIT OBJECTIVES:

- Determine and analyze the development of the theme or themes in American literature of the nineteenth century (e.g., freedom, the American dream, racism, regionalism, survival, “individual vs. society,” and “civilized society” vs. the wilderness).
- Compare the treatment of related themes in different genres.
- Explain how fictional characters in late nineteenth-century America express the challenges facing America at the time, citing textual evidence from both fiction and nonfiction to make the case.

TERMINOLOGY: As defined in PA CCSS Keystone Literature and Composition Glossaries and in Common Core ELA Curriculum Map Overview.

- American Dream
- Assimilation
- Autobiography
- Biography
- “Melting pot”
- Mood
- Naturalism
- Realism
- Regionalism
- Satire

LITERARY TEXTS

REQUIRED LITERARY WORKS:

The Great Gatsby

*The Jungle** (honors only)

SUPPLEMENTAL LITERARY WORKS:

A Farewell to Arms

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

UNIT 3: EMERGING MODERNISM: MODERNISM 1930-1955

KEY CONCEPTS: Emerging Modernism: Modernism 1930-1955

This unit addresses early twentieth-century American literature, including writers of the Lost Generation.

UNIT OBJECTIVES:

- Explore the relationship between historical events and literature.
- Note the relationship between themes in early twentieth-century American literature and nineteenth-century American thought.
- Identify modernist ideas (using the informational texts).
- Analyze the relationship between modernist style and content.
- Examine evidence of the alienation of “modern man.”

TERMINOLOGY: As defined in PA CCSS Keystone Literature and Composition Glossaries and in Common Core ELA Curriculum Map Overview.

- Alienation
- American modernism
- Dialect
- Disillusionment
- Flashback
- Foreshadowing
- “Great migration”
- Industrialization
- The Lost Generation
- Motif
- Stream of consciousness

LITERARY TEXTS

REQUIRED LITERARY WORKS:

The Catcher in the Rye

The Crucible

*The Grapes of Wrath** (honors only)

SUPPLEMENTAL LITERARY WORKS:

Famous Plays of the 1940's

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

UNIT 4: CHALLENGES AND SUCCESSES OF THE TWENTIETH CENTURY: CONTEMPORARY 1945-PRESENT

KEY CONCEPTS: Challenges and Successes of the Twentieth Century: Contemporary 1945-Present

This unit concludes the exploration of the American experience by addressing literary and nonfiction texts that reflect the challenges and successes of America in the latter half of the twentieth century.

UNIT OBJECTIVES:

- Analyze the development of the short story in post-World War II America.
- Trace the development of the Southern Gothic tradition in American literature.
- Recognize the emergence of dynamic views represented in literary texts by first- and second-generation Americans.
- Explain how the Beat Generation challenged traditional forms and subjects in literature.
- Identify multiple postmodernist approaches to critical analyses of literature.
- Note the influence that postmodernism has had on the “common reader.”

TERMINOLOGY: As defined in PA CCSS Keystone Literature and Composition Glossaries and in Common Core ELA Curriculum Map Overview

- Beatniks; the Beat Generation
- Parody
- Postmodernism
- Character analysis through narration
- Nonfiction study

LITERARY TEXTS

REQUIRED LITERARY WORKS:

To Kill a Mockingbird
Into the Wild

SUPPLEMENTAL LITERARY WORKS:

Cat's Cradle
Fahrenheit 451
Killing Mr. Griffin
Monster
Nightmares and Dreamscapes
Nightshift
One Flew Over the Cuckoo's Nest
Slaughterhouse Five
Speak
The House on Mango Street
The Watsons Go to Birmingham

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

APPLICABLE TO ALL UNITS

INSTRUCTIONAL STRATEGIES & TOOLS:

- Anticipation guides
- Access and Conquer-Graphic Strategy
- Baseline information for text
- Class discussion
- Close Reading

(A close reading is a careful and purposeful reading. Close reading is one of the shifts in the CC that demands student focus on what the author has to say, the author's purpose, the text structure and the meaning of the author's chosen words.)

- Cooperative Learning
- Differentiated instruction
- Guided questioning
- Integrated technology and 21st century skills
- K/W/L's
- Marginal note questions
- Mnemonic devices
- Modeling
- Online resources
- Read/Evaluate/Write
- Read it, write it, link it
- Rituals as learning tools
- Think aloud
- Think/pair/share
- Thinking Maps

TEACHER CREATED MATERIALS:

- Double entry journals
- Graphic organizers
- Outlining
- Vocabulary journals
- Skill and drill worksheets to introduce individual reading skills
- Charts
- Diagrams
- Excerpts
- Historical fiction
- Interviews
- Open ended questions
- Writing starters
- Discussion questions
- Picture starters
- PowerPoint presentations
- Quotations
- Timelines

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

ASSESSMENTS:

Summative

- Benchmark assessment
- Course mid and final exam
- End of unit test
- Essay/written responses
- Individual or group projects and presentations using PowerPoint and Microsoft Publisher
- KEYSTONE EXAM
- Passage check
- Portfolio
- Rubric
- ACCESS

Formative

- Collaborative learning
- Graphic organizers
- Journals/logs
- KWL
- Outline
- Surveys, polls and exit slips
- Study Island
- Teacher Observation

Diagnostic

- CARI – AS ADMINISTERED AND EVALUATED BY READING SPECIALISTS
- CDTs – ALL LEVELS

REMEDIATION:

- Apprentice text
(Apprentice text is a short, one- to four- paragraph passage on the students' independent level devoted to bridging the gap between the introduction of the standard- and grade-level application.)
- Colored highlighters for focus
- Explicit modeling followed by systematic guided practice of each skill
- Focus modality approach (i.e. VAKT – visual auditory kinesthetic and tactile)
- Individual conferences
- One-on-one instruction
- Qualifying students receive Wilson, Just Words, or Elements of Literacy
- Re-teaching challenging concepts to gain mastery
- SAS Portal as directed by CDTs
- Study Island
- Teachertube.com
(As needed, establish baseline via video clips)
- Word analysis mini lessons

ENRICHMENT:

- In-depth discussion and extended activities
- Individualized enriched vertical assignments and projects
- Extending skills to the next level of complexity

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

ELL Differentiation: Math & ELA Overlay: <http://pdesas.org/Page/Viewer/ViewPage/15>
ELL Differentiation Tool: <http://ell.eslportalpa.info/differentiation-tool/>

UTILIZATION OF SPECIALIZED STAFF AS NEEDED:

- ESL Teachers
- Guidance Counselors
- Librarian/Media Specialist
- Reading Specialists
- Related Arts Teachers
- Special Education Teachers

ADDITIONAL RESOURCES:

Project Gutenberg provides free eBooks and e-texts of 40,000 in public domain. <http://www.gutenberg.org>

PMSD utilizes the Purdue Online Writing Lab: Grades 7-12 Instructors and Students section as a resource for all writing related information. Found here: <http://owl.english.purdue.edu/owl/resource/677/01/>

Newsela.com

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

SCOPE AND SEQUENCE FOR SECONDARY ELA RESEARCH

Grade 7	Grade 8
Ask research questions as an individual based on personal and/or academic interests.	Ask research questions as an individual based on personal and/or academic interests and generate related research questions.
Brainstorm sources and choose the best sources dependent on the topic.	Brainstorm sources and choose the best sources dependent on the topic.
Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).	Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).
Understand the difference between secondary and primary sources and use print and online means to access both when needed.	Understand the difference between secondary and primary sources and use print and online means to access both when needed.
Access the library's online databases and perform keyword searches for research topics.	Access the library's online databases and perform keyword searches for research topics.
Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use.	Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use.
Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.	Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.
Generate original publications, artifacts, projects, and/or presentations as a result of research. Formal written research paper should be 1-2 pages in length and include at least 3 cited sources and a works cited page. Presentations should be at least 3 minutes long.	Generate original publications, artifacts, projects, and/or presentations as a result of research and share with peers and the school community as appropriate. Formal written research paper should be at least 2 pages in length and include at least 3 cited sources and a works cited page. Presentations should be at least 3 minutes long.
Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.	Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.
Adhere to established MLA rules for punctuation, document layout, page formatting and organization.	Adhere to established MLA rules for punctuation, document layout, page formatting and organization.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

SCOPE AND SEQUENCE FOR SECONDARY ELA RESEARCH

Grades 9-10	Grades 11-12
Ask research questions as an individual based on personal and academic interests, generate related research questions, and narrow or broaden those questions as a result of research.	Ask research questions as an individual based on personal and academic interests and generate related research questions, and narrow or broaden those questions as a result of research to develop and refine a research plan.
Brainstorm sources and choose the best sources dependent on the topic after comparing multiple sources.	Brainstorm sources and choose the best sources dependent on the topic after comparing multiple sources and revising searches.
Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).	Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.) according to an individualized research plan.
Understand the difference between secondary and primary sources and use print and online means to access both when needed.	Understand the difference between secondary and primary sources and use print and online means to access both when needed.
Access a variety of the library’s online databases and perform keyword and subject searches for research topics and use features in the database to save articles.	Access a variety of the library’s online databases and perform keyword and subject searches for research topics and use features in the database to save articles.
Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use using multiple sources of information.	Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use using multiple sources of information and address strengths and weaknesses of sources.
Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.	Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations, annotated works cited and final works cited page.
Generate original publications, artifacts, projects, and/or presentations as a result of research and share with the school community as appropriate. Formal written research paper should be at least 3 pages in length and include at least 4 cited sources and a works cited page. Presentations should be at least 3 minutes long.	Generate original publications, artifacts, projects, and/or presentations as a result of research and share with the school community and larger communities when appropriate. Formal written research paper should be at least 3 pages in length and include at least 5 cited sources and a works cited page. Formal presentations should be at least 5 minutes long.
Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.	Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.
Adhere to established MLA rules for punctuation, document layout, page formatting and organization.	Adhere to established MLA rules for punctuation, document layout, page formatting and organization.

Literary Works for Grades 7-12

COURSE: English Language Arts	GRADE(S): 7		
<p>REQUIRED LITERARY WORKS</p> <p><i>Walk Two Moons by Sharon Creech</i> <i>Tom Sawyer by Mark Twain</i></p> <p>SUPPLEMENTAL LITERARY WORKS</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p><i>The Call of the Wild</i> <i>My Brother Sam is Dead</i> <i>Among the Hidden (Shadow Children Series, #1)</i> <i>Ender’s Game</i> <i>Fly by Night</i> <i>George’s Cosmic Treasure Hunt</i> <i>George’s Secret Key to the Universe</i> <i>Journey to the Center of the Earth (Enriched Classics)</i> <i>My Favorite Science Fiction Story</i> <i>The Collected Stories of Arthur C. Clarke</i> <i>The Ear, the Eye and the Arm</i> <i>The Hitchhiker’s Guide to the Galaxy</i> <i>The House of the Scorpion</i> <i>The Invisible Man (H.G. Wells)</i> <i>The War of the Worlds</i> <i>Jacob Have I Loved</i> <i>The Time Machine</i> <i>The Sea Wolf</i> <i>The Secret Garden</i> <i>Who Moved My Cheese</i> <i>A Christmas Carol</i> <i>P.S. Longer Letter Later</i> <i>Stargirl</i> <i>What Jamie Saw</i> <i>Wolf Rider</i> <i>The Hero and the Crown</i> <i>A Day No Pigs Would Die</i></p> </td> <td style="vertical-align: top; width: 50%;"> <p><i>Hatchet</i> <i>A Wrinkle in Time</i> <i>Dune</i> <i>Eva</i> <i>Nothing But the Truth</i> <i>I Was a Rat!</i> <i>I, Robot</i> <i>Crash</i> <i>Bloomability</i> <i>The Wave</i> <i>The Contender</i> <i>The Skin I’m In</i> <i>The Watcher</i> <i>Coraline</i> <i>Fallen Angels</i> <i>The Golden Compass</i> <i>Ransom</i> <i>The Cay</i> <i>Cyrano de Bergerac</i> <i>Seedfolks</i></p> </td> </tr> </table>		<p><i>The Call of the Wild</i> <i>My Brother Sam is Dead</i> <i>Among the Hidden (Shadow Children Series, #1)</i> <i>Ender’s Game</i> <i>Fly by Night</i> <i>George’s Cosmic Treasure Hunt</i> <i>George’s Secret Key to the Universe</i> <i>Journey to the Center of the Earth (Enriched Classics)</i> <i>My Favorite Science Fiction Story</i> <i>The Collected Stories of Arthur C. Clarke</i> <i>The Ear, the Eye and the Arm</i> <i>The Hitchhiker’s Guide to the Galaxy</i> <i>The House of the Scorpion</i> <i>The Invisible Man (H.G. Wells)</i> <i>The War of the Worlds</i> <i>Jacob Have I Loved</i> <i>The Time Machine</i> <i>The Sea Wolf</i> <i>The Secret Garden</i> <i>Who Moved My Cheese</i> <i>A Christmas Carol</i> <i>P.S. Longer Letter Later</i> <i>Stargirl</i> <i>What Jamie Saw</i> <i>Wolf Rider</i> <i>The Hero and the Crown</i> <i>A Day No Pigs Would Die</i></p>	<p><i>Hatchet</i> <i>A Wrinkle in Time</i> <i>Dune</i> <i>Eva</i> <i>Nothing But the Truth</i> <i>I Was a Rat!</i> <i>I, Robot</i> <i>Crash</i> <i>Bloomability</i> <i>The Wave</i> <i>The Contender</i> <i>The Skin I’m In</i> <i>The Watcher</i> <i>Coraline</i> <i>Fallen Angels</i> <i>The Golden Compass</i> <i>Ransom</i> <i>The Cay</i> <i>Cyrano de Bergerac</i> <i>Seedfolks</i></p>
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POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: English Language Arts	GRADE(S): 8
REQUIRED LITERARY WORKS <i>Voice of the Holocaust</i> <i>Romeo and Juliet by William Shakespeare</i> <i>The Giver by Lois Lowry</i> SUPPLEMENTAL LITERARY WORKS <i>Supplemental Tens Novels</i> <i>The Diary of Anne Frank</i> <i>Blackwater</i> <i>Brian's Winter</i> <i>Buried Onions</i> <i>Dacey's Song</i> <i>Go Ask Alice</i> <i>Holes</i> <i>Homecoming</i> <i>Night John</i> <i>Scorpions</i> <i>Slam!</i> <i>Soldier X</i> <i>Soldier's Heart</i> <i>Swallowing Stones</i> <i>They Cage the Animals</i> <i>At Night</i> <i>The Red Badge of Courage</i> <i>Fever 1793</i>	

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Introduction to Literature and Composition	GRADE(S): 9
REQUIRED LITERARY WORKS <i>Julius Caesar</i> <i>Of Mice and Men</i> <i>Night</i> <i>The Odyssey</i> <i>The Color of Water*</i> <i>The Book Thief*</i> <i>*Honors Required Reading</i>	
SUPPLEMENTAL LITERARY WORKS <i>Can't Get There From Here</i> <i>Kissing Doorknobs</i> <i>Les Miserables</i> <i>Life in the Fat Lane</i> <i>Maus</i> <i>Outsiders</i> <i>The Battle of Jericho</i> <i>The Freedom Writer's Diary</i> <i>The Pearl</i> <i>Travels with Charley</i> <i>When She Was Good</i> <i>What's in a Name?</i>	

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: American Literature and Composition	GRADE(S): 10
REQUIRED LITERARY WORKS <i>The Catcher in the Rye</i> <i>To Kill a Mockingbird</i> <i>The Crucible</i> <i>Into the Wild</i> <i>The Great Gatsby</i> <i>The Scarlet Letter*</i> <i>The Grapes of Wrath*</i> <i>The Jungle*</i> <i>*Honors Required Reading</i>	
SUPPLEMENTAL LITERARY WORKS <i>A Farewell to Arms</i> <i>Cat's Cradle</i> <i>Fahrenheit 451</i> <i>Famous Plays of the '40s</i> <i>Great Tales (Poe)</i> <i>Killing Mr. Griffin</i> <i>Make Lemonade</i> <i>Monster</i> <i>Nightmares and Dreamscapes</i> <i>Night Shift</i> <i>One Flew Over the Cuckoo's Nest</i> <i>Slaughterhouse Five</i> <i>Speak</i> <i>The House on Mango Street</i> <i>The Watsons Go to Birmingham</i>	

COURSE: European Literature and Composition	GRADE(S): 11
<p>REQUIRED LITERARY WORKS</p> <p><i>Beowulf</i> <i>The Canterbury Tales</i> <i>Macbeth</i> <i>Frankenstein/Frankenstein Adapted Text</i> <i>The Lord of the Flies</i> <i>A Tale of Two Cities*</i> <i>Wuthering Heights*</i></p> <p><i>*Honors Required Reading</i></p> <p>SUPPLEMENTARY LITERARY WORKS</p> <p><i>1984</i> <i>And Then There Were None</i> <i>A Midsummer Night's Dream</i> <i>Dracula</i> <i>Grendel</i> <i>Heart of Darkness</i> <i>Hound of the Baskervilles</i> <i>King Arthur and the Knights of the Round Table</i> <i>The Once and Future King</i> <i>Adventures in English Literature (Anthology)</i> <i>The Strange Case of Dr. Jeckyll and Mr. Hyde</i></p>	

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: World Literature and Composition	GRADE(S): 12
<p>REQUIRED LITERARY WORKS</p> <p><i>Sophocles-The Oedipus Cycle</i> <i>All Quiet on the Western Front</i> <i>Othello</i> <i>Kite Runner</i> <i>A Raisin in the Sun</i> <i>The Stranger*</i> <i>Inherit The Wind*</i></p> <p><i>*Honors Required Reading</i></p> <p>SUPPLEMENTAL LITERARY WORKS</p> <p><i>Medea</i> <i>Inherit the Wind</i> <i>Crime and Punishment</i> <i>Death of a Salesman</i> <i>Henry IV</i> <i>King Lear</i> <i>Moby Dick</i> <i>Odessa File</i> <i>The Metamorphosis</i> <i>The Stranger</i> <i>The Things They Carried</i> <i>Twelve Angry Men</i></p>	

COURSE: AP Language and Composition	GRADE(S): 11/12
<p>REQUIRED LITERARY WORKS</p> <p><i>In Cold Blood</i> <i>The Bedford Reader</i> <i>Frankenstein</i> <i>A Tale of Two Cities</i></p>	

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

Invisible Man

COURSE: AP Literature and Composition

GRADE(S): 12

REQUIRED LITERARY WORKS

The Sound and the Fury
Sophocles-The Oedipus Cycle
All Quiet on the Western Front
Othello
A Doll's House
A Raisin in the Sun
The Stranger
Kite Runner

SUPPLEMENTAL LITERARY WORKS

Medea
David Copperfield
Hamlet
Inherit the Wind
Crime and Punishment
Death of a Salesman
Henry IV
King Lear
Moby Dick
Odessa File
The Metamorphosis
The Things They Carried
Twelve Angry Men

Grades 9–12 ELP Standards

Grades 9-12: Standards 1 and 2

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.1	<p>An ELL can . . .</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple oral and written texts. 	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic • retell a few key details in oral presentations and simple oral and written texts. 	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> • determine the central idea or theme in oral presentations and written texts • explain how the theme is developed by specific details in the texts • summarize part of the text. 	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine two central ideas or themes in oral presentations and written texts • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a simple text. 	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine central ideas or themes in presentations and written texts • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a text.
9-12.2	<p>An ELL can . . .</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> • participate in short conversational and written exchanges on familiar topics • present information • respond to simple yes/no questions and some wh- questions. 	<ul style="list-style-type: none"> • participate in short conversational and written exchanges on familiar topics and texts • present information and ideas • respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> • participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence • restate some of the key ideas expressed. 	<ul style="list-style-type: none"> • participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly • support points with specific and relevant evidence • ask and answer questions to clarify ideas and conclusions • summarize the key points expressed. 	<ul style="list-style-type: none"> • participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly and persuasively • refer to specific and relevant evidence from texts or research to support his or her ideas • ask and answer questions that probe reasoning and claims • summarize the key points and evidence discussed.

Grades 9-12: Standards 3, 4, and 5

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.3	<p>An ELL can . . .</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> • communicate information <p>about familiar texts, topics, and experiences.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> • deliver short oral presentations • compose written narratives or informational texts <p>about familiar texts, topics, experiences, or events.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> • deliver short oral presentations • compose written informational texts • develop the topic with a few details <p>about familiar texts, topics, or events.</p>	<ul style="list-style-type: none"> • deliver oral presentations • compose written informational texts • develop the topic with some relevant details, concepts, examples, and information • integrate graphics or multimedia when useful <p>about a variety of texts, topics, or events.</p>	<ul style="list-style-type: none"> • deliver oral presentations • compose written informational texts • fully develop the topic with relevant details, concepts, examples, and information • integrate graphics or multimedia when useful <p>about a variety of texts, topics, or events.</p>
9-12.4	<p>An ELL can . . .</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p>	<ul style="list-style-type: none"> • express an opinion about a familiar topic. 	<ul style="list-style-type: none"> • construct a claim about familiar topics • introduce the topic • give a reason to support the claim • provide a concluding statement. 	<ul style="list-style-type: none"> • construct a claim about familiar topics • introduce the topic • provide sufficient reasons or facts to support the claim • provide a concluding statement. 	<ul style="list-style-type: none"> • construct a claim about a variety of topics • introduce the topic • provide logically ordered reasons or facts that effectively support the claim • provide a concluding statement. 	<ul style="list-style-type: none"> • construct a substantive claim about a variety of topics • introduce the claim • distinguish it from a counter-claim • provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim • provide a conclusion that summarizes the argument presented.
9-12.5	<p>An ELL can . . .</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<ul style="list-style-type: none"> • gather information from a few provided print and digital sources • label collected information, experiences, or events. 	<ul style="list-style-type: none"> • gather information from provided print and digital sources • summarize data and information. 	<ul style="list-style-type: none"> • carry out short research projects to answer a question • gather information from multiple provided print and digital sources • evaluate the reliability of each source • paraphrase key information in a short written or oral report • include illustrations, diagrams, or other graphics • provide a list of sources. 	<ul style="list-style-type: none"> • carry out both short and more sustained research projects to answer a question • gather and synthesize information from multiple print and digital sources • use search terms effectively • evaluate the reliability of each source • integrate information into an organized oral or written report • cite sources appropriately. 	<ul style="list-style-type: none"> • carry out both short and more sustained research projects to answer a question or solve a problem • gather and synthesize information from multiple print and digital sources • use advanced search terms effectively • evaluate the reliability of each source • analyze and integrate information into a clearly organized oral or written text • cite sources appropriately.

Grades 9-12: Standards 6, 7, and 8

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.6	An ELL can . . . analyze and critique the arguments of others orally and in writing.	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the reasons an author or a speaker gives to support a claim cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis.
9-12.7	An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> adapt language choices to task and audience with emerging control use some frequently occurring general academic and content-specific words in conversation and discussion. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with developing ease use an increasing number of general academic and content-specific words and expressions in speech and written text show developing control of style and tone in oral or written text. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of complex general academic and content-specific words and phrases adopt and maintain a formal style in speech and writing, as appropriate. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content-specific words and phrases employ both formal and more informal styles effectively, as appropriate.
9-12.8	An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, complex visual aids, reference materials, and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>

Grades 9-12: Standards 9 and 10

ELP Standards		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.9	An ELL can . . . create clear and coherent grade-appropriate speech and text.	with support (including context and visual aids) and non-verbal communication, <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including modeled sentences), <ul style="list-style-type: none"> recount a short sequence of events in order, and introduce an informational topic provide one or two facts about the topic use common linking words to connect events and ideas (e.g., <i>first, next, because</i>) with emerging control.	<ul style="list-style-type: none"> recount a sequence of events, with a beginning, middle, and end introduce and develop an informational topic with facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, as a result</i>) provide a conclusion with developing control.	<ul style="list-style-type: none"> recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure introduce and develop an informational topic with facts, details, and evidence use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement with increasingly independent control.	<ul style="list-style-type: none"> recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order introduce and effectively develop an informational topic with facts, details, and evidence use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement.
	9-12.10	An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with support (including modeled sentences), <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions understand and respond to simple questions. 	with support (including modeled sentences), <ul style="list-style-type: none"> use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions produce simple and compound sentences. 	with support (including modeled sentences), <ul style="list-style-type: none"> use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) use simple clauses (e.g., independent, dependent, relative, adverbial) produce and expand simple, compound and a few complex sentences. 	<ul style="list-style-type: none"> use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) use increasingly complex clauses produce and expand simple, compound, and complex sentences.