

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

### COURSE STANDARDS AND ANCHORS

<b>COURSE: European Literature and Composition</b>	<b>GRADE: 11</b>
<b>STRAND: Reading Informational Text</b>	<b>TIME FRAME: Year-long</b>

### 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:**
  - CC1.2.11-12.A: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **Text Analysis:**
  - CC1.2.11-12.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
  - CC1.2.11-12.C: Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

#### Craft and Structure

- **Point of View**
  - CC1.2.11-12.D: Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **Text Structure**
  - CC1.2.11-12.E: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- **Vocabulary**
  - CC1.2.11-12.F: Evaluate how words and phrases shape meaning and tone in texts.

#### Integration of Knowledge and Ideas

- **Diverse Media**
  - CC1.2.11-12.G: Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **Evaluating Arguments**
  - CC1.2.11-12.H: Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- **Analysis Across Texts**
  - CC1.2.11-12.I: Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

#### Vocabulary Acquisition and Use

- CC1.2.11-12.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.
- CC1.2.11-12.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.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

### Range of Reading

- CC1.2.11-12.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

### 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.

### 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.
  - **Compare, Analyze, and Evaluate Literary Forms**

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- 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.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE: European Literature and Composition</b>	<b>GRADE: 11</b>
<b>STRAND: Reading Literature Text</b>	<b>TIME FRAME: Year-long</b>

**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.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
- **Text Analysis:**
  - CC.1.3.11-12.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.
- **Literary Elements:**
  - CC.1.3.11-12.C: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

**Craft and Structure**

- **Point of View**
  - CC.1.3.11-12.D: Evaluate how an author’s point of view or purpose shapes the content and style of a text.
- **Text Structure**
  - CC.1.3.11-12.E: Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.
- **Vocabulary**
  - CC.1.3.11-12.F: Evaluate how words and phrases shape meaning and tone in texts.

**Integration of Knowledge and Ideas**

- **Sources of Information**
  - CC.1.3.11-12.G: Analyze multiple representations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- **Text Analysis**
  - CC.1.3.11-12.H: Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

**Vocabulary Acquisition and Use**

- **Strategies**
  - CC.1.3.11-12.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.1.3.11-12.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.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

### Range of Reading

- CC.1.3.11-12.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

### 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.

### 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**

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- 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
  - 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.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE: European Literature and Composition</b>	<b>GRADE(S): 11</b>
<b>STRAND: Writing</b>	<b>TIME FRAME: Year-Long</b>

**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.1.4.11-12.A:** Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
    - **Focus**
      - **CC.1.4.11-12.B:** Write with a sharp distinct focus identifying topic, task, and audience.
    - **Content**
      - **CC.1.4.11-12.C:** Develop and analyze the topic thoroughly by selecting the most significant and relevant 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.1.4.11-12.D:** Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or selection that supports the information presented; include formatting when useful to aid comprehension.
    - **Style**
      - **CC.1.4.11-12.E:** Write with an awareness of the stylistic aspects of composition.
        - Use precise language and domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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.1.4.11-12.F:** Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.
- **Opinion/Argumentative**
  - **CC.1.4.11-12.G:** Write arguments to support claims in an analysis of substantive topics.
    - **Focus**
      - **CC.1.4.11-12.H:** Write with a sharp distinct focus identifying topic, task, and audience.
        - Introduce the precise claim.
    - **Content**
      - **CC.1.4.11-12.I:** Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
    - **Organization**
      - **CC.1.4.11-12.J:** Create organization that logically sequences claim(s), counterclaims,

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and 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.1.4.11-12.K: Write with an awareness of the stylistic aspects of composition.
    - Use precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy 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.1.4.11-12.L: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation and spelling.
- **Narrative**
  - CC.1.4.11-12.M: Write narratives to develop real or imagined experiences or events.
    - **Focus**
      - CC.1.4.11-12.N: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
    - **Content**
      - CC.1.4.11-12.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.1.4.11-12.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 and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
    - **Style**
      - CC.1.4.11-12.Q: Write with an awareness of the stylistic aspects of writing.
        - Use parallel structure.
        - Use various types of phrases and clauses to convey specific meaning and add variety and interest.
        - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
    - **Conventions of Language**
      - CC.1.4.11-12.R: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation and spelling.
  - **Response to Literature**
    - CC.1.4.11-12.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.1.4.11-12.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**

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- CC.1.4.11-12.U: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- **Conducting Research**
  - CC.1.4.11-12.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.
- **Credibility, Reliability, and Validity of Sources**
  - CC.1.4.11-12.W: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; 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.1.4.11-12.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.

### 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.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- o C.E.3.1.3: Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly).
- o 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).
- o C.E.3.1.5: Demonstrate correct sentence formation.

- **Persuasion**

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

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSES: European Literature and Composition</b>	<b>GRADE(S): 11</b>
<b>STRAND: Speaking &amp; Listening</b>	<b>TIME FRAME: Year Long</b>

**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**

**Comprehension and Collaboration**

- **Collaborative Discussion**
  - CC.1.5.11-12.A 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**
  - CC.1.5.11-12.B Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting discrepancies among data.
- **Critical Listening**
  - CC.1.5.11-12.C Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric, affect the credibility of an argument through the author's stance, premise, links among ideas, word choice, points of emphasis, and tone.

**Presentation of Knowledge and Ideas**

- **Purpose, Audience, and Task**
  - CC.1.5.11-12.D Present information, findings, and supporting evidence conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to the purpose audience, and task.
- **Context**
  - CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.
- **Multimedia**
  - CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

**Conventions of Standard English**

- CC.1.5.11-12.G Demonstrate command of the conventions of Standard English when speaking based on grade 11-12 level and content.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

CONTENT UNITS

COURSE: European Literature and Composition

GRADE: 11

UNIT 1: EUROPEAN LITERATURE – ANGLO SAXON MIDDLE AGES

**KEY CONCEPTS: Anglo Saxon and Medieval Period.**

*This unit introduces students to the literature of the Anglo Saxon and Medieval Periods, exploring its roots and connections to the history and culture of the early peoples of the British Isles.*

**UNIT OBJECTIVES:**

- Analyze how medieval literature exhibits many tendencies rather than a single set of characteristics.
- Note the literary elements (e.g., allegory, farce, satire, and foil) in medieval literary works and identify characteristics of medieval literary forms.
- Explain how literary elements contribute to meaning and author intention.
- Note glimpses of the Renaissance in certain works of medieval literature.
- Explain how medieval literary forms reflect the writers' philosophical views.
- Examine the literary, social, and religious satire
- Explain the role of the framed narrative
- Compare works of medieval literature

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

- Allegory
- Anonymity
- Caesura
- Epic
- Fabliaux
- Farce
- Foil
- Framed narrative
- Hyperbole
- Miracle, mystery, and morality plays
- Perspective
- Symbol

**LITERARY TEXTS**

**REQUIRED LITERARY WORKS:**

*Beowulf*

*The Canterbury Tales*

*The Medieval Romance/Tales of King Arthur*

**SUPPLEMENTAL LITERARY WORKS:**

*Adventures in English Literature*

*Elements of Literature*

*Grendel*

**UNIT 2: EUROPEAN LITERATURE – RENAISSANCE AND REFORMATION**

**KEY CONCEPTS: Renaissance and Reformation**

*This unit introduces students to the literature of the Renaissance and Reformation, exploring its continuity with and departure from the literature of the Middle Ages.*

**UNIT OBJECTIVES:**

- Read literature from the Renaissance era, observing the continuity from the Middle Ages
- Identify and investigate allusions to classical literature in Renaissance texts.
- Explain how a concept such as artifice is expressed in literature
- Analyze Renaissance conceptions of beauty and their literary manifestations.
- Analyze the playful, satirical, irreverent aspects of Renaissance literature—in particular, the writing of Shakespeare and Jacobean poets.
- Explain how literary forms and devices reflect the author’s philosophical, aesthetic, or religious views.

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

- Allusion
- Classicism
- Divine rights of kings
- Dramatic Irony
- Eclogue
- Epistle
- Fate
- Free will
- The Great Chain of Being
- Humanism
- Iambic pentameter
- Iambic tetrameter
- Idyll
- Ode
- Pastoral
- Satire
- Situational irony
- Sonnet
- Symmetry
- Tragedy
- Tragic flaw
- Tragic hero
- Verbal Irony

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

**LITERARY TEXTS**

**REQUIRED LITERARY WORKS:**

*Macbeth*

**SUPPLEMENTAL LITERARY WORKS:**

*Adventures in English Literature*

*Elements of Literature*

*A Midsummer Night's Dream*

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

### UNIT 3: EUROPEAN LITERATURE – SEVENTEENTH CENTURY

#### KEY CONCEPTS: Seventeenth Century

*In this unit, students explore literary works and periods of the late Renaissance: The Restoration and the Puritan ages.*

#### UNIT OBJECTIVES:

- Read literary and philosophical works from the seventeenth century, with particular attention to questions of reason and emotion.
- Analyze the relationship between reason and emotion as illustrated in literature of the seventeenth century.
- Explain the use of satire as a technique to reveal authorial intent.

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

- Aesthetics
- Allegory
- Allusion
- Argumentation
- Authorial intent
- Blank verse
- Conceit
- Dissent
- Doubt
- Enlightenment
- Ethics
- Fate
- Free will
- “In medias res”
- Inductive reasoning
- Metaphysical poetry
- Paradox
- Personification
- Rationalism
- Satire

#### LITERARY TEXTS

#### SUPPLEMENTAL LITERARY WORKS:

*Adventures in English Literature*  
*Elements of Literature*

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

### UNIT 4: EUROPEAN LITERATURE – EIGHTEENTH AND EARLY NINETEENTH CENTURY

#### **KEY CONCEPTS: Eighteenth and Early Nineteenth Century**

*In this unit, students will read works from the Enlightenment and Romantic Period, making note of the stark contrast in literary content and style.*

#### **UNIT OBJECTIVES:**

- Observe narrative digressions, idiosyncrasies, exaggerations, and biases.
- Consider the dual role of the narrator as a character and as a storyteller.
- Consider the role of the supernatural in the literary works read in this unit.
- Explore and analyze some of the philosophical ideas in the literary texts - questions of free will, fate, human conflict, and loss

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

- Allegory
- Allusion
- Assonance
- Digression
- Elegy
- Gothic
- Grotesque
- Metaphor
- Moral imperative
- Narrative devices
- Pastoral
- Satire
- Science fiction
- Sublime
- Supernatural
- Unreliable narrator

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

**LITERARY TEXTS**

**REQUIRED LITERARY WORKS:**

*Frankenstein/Frankenstein Adapted Text*

*Wuthering Heights\**

**\*Honors Required Reading**

**SUPPLEMENTAL LITERARY WORKS:**

*Dracula*

*Adventures in English Literature*

*Elements of Literature*

**UNIT 5: EUROPEAN LITERATURE – NINETEENTH CENTURY**

**KEY CONCEPTS: Nineteenth Century**

*In this unit, students will explore the characteristics of nineteenth-century literature specifically works from the Victorian Age.*

**UNIT OBJECTIVES:**

- Observe common tendencies, contradictions, outliers, and subtleties of the romantic and Victorian periods in literature.
- Consider how the poetry of this period reflects both on the human psyche and on the state of civilization.
- Analyze how the forms of the poems in this unit contribute to their meanings.
- Explain how the works of this period show signs of early modernism.
- Identify elements of romanticism and gothic romanticism in works of literature.

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

- Antihero
- Adventure
- Feminism
- Foreshadowing
- Framed narrative
- Gender
- Gothic
- Horror
- Narrator
- Romanticism
- Scientific rationalism
- Social satire
- Symbol
- Victorian
- Worldview

**LITERARY TEXTS**

**REQUIRED LITERARY WORKS:**

*A Tale of Two Cities\**

**\*Honors Required Reading**

**SUPPLEMENTAL LITERARY WORKS:**

*Hound of the Baskervilles*

*The Strange Case of Dr. Jeckyll and Mr. Hyde*

*Adventures of English Literature*

*Elements of Literature*

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

**UNIT 6: EUROPEAN LITERATURE – TWENTIETH CENTURY**

**KEY CONCEPTS: Twentieth Century**

*Students explore modern thought and themes in twentieth-century literature.*

**UNIT OBJECTIVES:**

- Read works of the twentieth century, focusing on the earlier decades.
- Consider aspects of modernism in their historical context.
- Explain both the breakdown and affirmation of form and meaning in modernist literature.
- Explain how poems in this unit reflect on poetry itself and its possibilities.
- Examine the implications of modern versions of classical works.
- Pursue focused questions in depth over the course of one or two class sessions.

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

- Absurd
- Affirmation
- Anxiety
- Dystopia
- Existentialism
- Free verse
- Modernism
- Negation
- Neologism
- Postmodernism
- Rhetorical devices
- Satire
- Totalitarianism
- Understatemen

**LITERARY TEXTS**

**REQUIRED LITERARY WORKS:**

*Lord of the Flies*

**SUPPLEMENTAL LITERARY WORKS:**

*Heart of Darkness*

*And Then There Were None*

*1984*

*Adventures in English Literature*

*Elements of Literature*

## 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 21<sup>st</sup> 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 (if necessary based on previous scores)
- Passage check
- Portfolio
- Rubric
- ACCESS

#### Formative

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

#### Diagnostic

- CDTs – ALL LEVELS (if necessary based on previous Keystone scores)

### 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 or Just Words
- 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**

<b>Grade 7</b>	<b>Grade 8</b>
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**

<b>Grades 9-10</b>	<b>Grades 11-12</b>
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**

<b>COURSE: English Language Arts</b>	<b>GRADE(S): 7</b>		
<p><b>REQUIRED LITERARY WORKS</b></p> <p><i>Walk Two Moons by Sharon Creech</i>  <i>Tom Sawyer by Mark Twain</i></p> <p><b>SUPPLEMENTAL LITERARY WORKS</b></p> <table border="0"> <tr> <td data-bbox="183 856 886 1843"> <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 data-bbox="1040 856 1365 1587"> <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>
<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>		

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE: English Language Arts</b>	<b>GRADE(S): 8</b>
<b>REQUIRED LITERARY WORKS</b>  <i>Voice of the Holocaust</i> <i>Romeo and Juliet by William Shakespeare</i> <i>The Giver by Lois Lowry</i>	
<b>SUPPLEMENTAL LITERARY WORKS</b>  <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

<b>COURSE: Introduction to Literature and Composition</b>	<b>GRADE(S): 9</b>
<b>REQUIRED LITERARY WORKS</b>	
<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>	
<b>SUPPLEMENTAL LITERARY WORKS</b>	
<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

<b>COURSE: American Literature and Composition</b>	<b>GRADE(S): 10</b>
<b>REQUIRED LITERARY WORKS</b>  <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>	
<b>SUPPLEMENTAL LITERARY WORKS</b>  <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>	

<b>COURSE: European Literature and Composition</b>	<b>GRADE(S): 11</b>
<b>REQUIRED LITERARY WORKS</b>  <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>  <i>*Honors Required Reading</i>	
<b>SUPPLEMENTARY LITERARY WORKS</b>  <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>	

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE: World Literature and Composition</b>	<b>GRADE(S): 12</b>
<p><b>REQUIRED LITERARY WORKS</b></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><b>SUPPLEMENTAL LITERARY WORKS</b></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>	

<b>COURSE: AP Language and Composition</b>	<b>GRADE(S): 11/12</b>
<p><b>REQUIRED LITERARY WORKS</b></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*

English Language Development Standard 1: English language learners communicate in English  
for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.  
**Grade Level: 9-12**

16.1.9-12		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	<b>16.1.9-12.1L</b> Follow one-step oral directions from teacher supported by gestures.	<b>16.1.9-12.2L</b> Sequence events with visual support (i.e., Follow a daily schedule).	<b>16.1.9-12.3L</b> Follow multi-step oral directions to select materials or resources needed to complete tasks with a partner.	<b>16.1.9-12.4L</b> Follow-up, process and respond to announcements over the intercom with peer support.	<b>16.1.9-12.5L</b> Analyze and interpret the appropriateness of oral messages or information from a variety of sources (such as: popular songs and voicemail messages) with a small group.	Not Applicable
	Reading	<b>16.1.9-12.1R</b> Sort information from multiple visually supported sources with a partner.	<b>16.1.9-12.2R</b> Identify important information (e.g., by highlighting) from multiple visually supported sources support with a partner	<b>16.1.9-12.3R</b> Categorize (e.g., best, maybe, unlikely) options from multiple sources with a graphic organizers	<b>16.1.9-12.4R</b> Summarize information from a variety of visually supported print resources.	<b>16.1.9-12.5R</b> Evaluate hypotheses based on information from a visually supported text.	Not Applicable
PRODUCTIVE	Speaking	<b>16.1.9-12.1S</b> Answer yes/no questions about types of music, games, TV programs or recreational with visual support.	<b>16.1.9-12.2S</b> Ask WH questions about preferred movies, magazines, stories, or authors with a partner.	<b>16.1.9-12.3S</b> Recommend games, songs, books, films or computer programs with a partner.	<b>16.1.9-12.4S</b> Compare and contrast plays, films, books, songs, computer programs or magazine articles using realia.	<b>16.1.9-12.5S</b> In a multimedia presentation, critique and evaluate plays, films, books, songs, computer programs, or magazine articles with a small group.	Not Applicable
	Writing	<b>16.1.9-12.1W</b> List common personal interests with a partner.	<b>16.1.9-12.2W</b> Create a graphic organizer about common personal interests with a partner.	<b>16.1.9-12.3W</b> Develop interview questions for a personal interest questionnaire with a small group.	<b>16.1.9-12.4W</b> Write a summary of information from personal interest questionnaires with a small group.	<b>16.1.9-12.5W</b> Make written conclusions and inferences about data collected from questionnaires with a partner.	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

**Grade Level: 9-12**

16.2.9-12		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	<b>16.2.9-12.1L</b> Match oral content vocabulary to visuals with a small group.	<b>16.2.9-12.2L</b> Match oral phrases and statements to media, objects, or illustrations with a partner.	<b>16.2.9-12.3L</b> Sort or sequence events from oral commentary with visual support and graphic organizers.	<b>16.2.9-12.4L</b> Identify cause and effect from oral discourse (e.g., watch a video clip and predict a character's response) with a partner	<b>16.2.9-12.5L</b> Identify personal connections from oral descriptions of a character's actions and/or experiences using a graphic organizer.	CC.1.2.9-10.C CC.1.2.11-12.C CC.1.5.9-10.C CC.1.2.11-12.C
	Reading	<b>16.2.9-12.1R</b> Match a person to his/her acts or accomplishments using visuals.	<b>16.2.9-12.2R</b> Sequence the events of a person's life using a timeline.	<b>16.2.9-12.3R</b> Identify motivational factors in a person's life using visuals and annotated text.	<b>16.2.9-12.4R</b> Interpret the impact of a person's life on others or society from visually supported text (e.g., How did Rosa Park's decisions affect the Civil Rights movement?)	<b>16.2.9-12.5R</b> Analyze a person's life choices using grade level text (e.g., was a decision. beneficial or harmful).	CC.1.2.9-10.C CC.1.2.11-12.C CC.1.3.9-10.C CC.1.3.11-12.C
PRODUCTIVE	Speaking	<b>16.2.9-12.1S</b> Ask and answer WH-questions about text features using visually guided prompts with a small group of students.	<b>16.2.9-12.2S</b> Ask and answer text features using pictures, graphs, or charts with a partner.	<b>16.2.9-12.3S</b> Ask and answer context features of text using graphic organizers.	<b>16.2.9-12.4S</b> Discuss the key details and events of a grade-level non-fiction text in a small group using class notes.	<b>16.2.9-12.5S</b> Discuss the key details and events of a grade-level non-fiction text using class notes	CC.1.2.9-10.A CC.1.2.11-12.A CC.1.3.9-10.A CC.1.3.11-12.A CC.1.5.9-10.D CC.1.5.11-12D CC.1.5.9-10.E CC.1.5.11-12E

	<b>Writing</b>	<b>16.2.9-12.1W</b> Produce key words or phrases on a relevant topic using bilingual or picture dictionaries.	<b>16.2.9-12.2W</b> Produce phrases/short sentences using various writing styles with a guided model.	<b>16.2.9-12.3W</b> Produce paragraphs in various genres from notes with a guided model.	<b>16.2.9-12.4W</b> Edit and revise rough drafts across various genres using checklists or rubrics with a partner.	<b>16.2.9-12.5W</b> Produce grade-level writing across various genres using rubrics and electronic writing tools.	CC.1.4.9-10.A CC.1.4.11-12.A CC.1.4.9-10.G CC.1.4.11-12.G CC.1.4.9-10.T CC.1.4.11-12.T
--	----------------	--	--	---	---	--	---

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

**Grade Level: 9-12**

<b>16.3.9-12</b>		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Standards</b>
<b>RECEPTIVE</b>	<b>Listening</b>	<b>16.3.9-12.1L</b> Match math vocabulary to geometric figures in a small group.	<b>16.3.9-12.2L</b> Follow teacher directions to create a geometric figure using manipulatives.	<b>16.3.9-12.3L</b> Identify geometric figures based on oral descriptions with a partner.	<b>16.3.9-12.4L</b> Create geometric figures based on multi-step oral directions with a partner.	<b>16.3.9-12.5L</b> Transform geometric shapes based on oral directions using computer software or other supports.	CC.2.3.HS.A.1 CC.2.HS.A.13
	<b>Reading</b>	<b>16.3.9-12.1R</b> Match data to the correct graph (e.g., data table to a circle graph) with a partner.	<b>16.3.9-12.2R</b> Organize data on a basic chart with a partner or a group.	<b>16.3.9-12.3R</b> Interpret data in a graph working with a partner or a group.	<b>16.3.9-12.4R</b> Analyze conclusions drawn from data on a graph with a partner or a group.	<b>16.3.9-12.5R</b> Predict trends from data on a graph working with a partner or a group.	CC.2.4.HS.B.1 CC.2.4.HS.B.3
<b>PRODUCTIVE</b>	<b>Speaking</b>	<b>16.3.9-12.1S</b> Repeat the steps in the order of operations using a guided model with a partner.	<b>16.3.9-12.2S</b> Identify steps in the order of operations with a small group.	<b>16.3.9-12.3S</b> Sequence the steps to solve a problem involving the order of operations with a small group. (e.g., add before you subtract in an algebraic equation).	<b>16.3.9-12.4S</b> Explain the solution to a problem involving the order of operations using visual supports.	<b>16.3.9-12.5S</b> Analyze the solution to a problem involving the order of operations with a partner.	CC.2.1.HS. F.1 CC.2.1.HS.F.2

	<b>Writing</b>	<p><b>16.3.9-12.1W</b> Label symbols found in algebraic equations, inequalities or expressions.</p>	<p><b>16.3.9-12.2W</b> Illustrate the steps used to sequence or solve an algebraic equation, inequality or expression with a partner and/or small group.</p>	<p><b>16.3.9-12.3W</b> Compose a simple algebraic equation, inequality or expression using a guided model.</p>	<p><b>16.3.9-12.4W</b> Write a word problem that fits an algebraic equation, inequality or expression with a partner.</p>	<p><b>16.3.9-12.5W</b> Justify the solution of an algebraic equation, inequality or expression using figures, notations and complex sentences.</p>	<p>CC.2.2.HS.D.10 CC.2.2.HS.D.9</p>
--	----------------	---	--	--	---	--	---

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

**Grade Level: 9-12**

16.4.9-12		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	<b>16.4.9-12.1L</b> Match pictures of water to its various states using visual cues.	<b>16.4.9-12.2L</b> Categorize water according to its states and properties with a partner.	<b>16.4.9-12.3L</b> Predict how the state of water will change given various real-world scenarios in videos.	<b>16.4.9-12.4L</b> Compare and contrast the unique properties of water to other liquids with a graphic organizer and teacher direction.	<b>16.4.9-12.5L</b> Reflect on how human influence impacts the state of water with a small group.	3.1.B.A8 4.2.10.C 4.2.12.C
	Reading	<b>16.4.9-12.1R</b> Select traits related to patterns of inheritance (e.g., blond vs. black hair, short tails vs. long tails) with visual support.	<b>16.4.9-12.2R</b> Identify the different parts of a DNA molecule on a diagram with a partner.	<b>16.4.9-12.3R</b> Describe the role of protein synthesis in cell reproduction using poster support.	<b>16.4.9-12.4R</b> Analyze genetic mutations and the how the DNA sequence may or may not affect phenotype using illustrations/photographs.	<b>16.4.9-12.5R</b> Draw conclusions about the impact of breeding using guided notes (e.g., dog, fruit, flower breeding).	3.1.12.B1 3.1.12.B3 3.1.12.B5 3.1.12.C2
PRODUCTIVE	Speaking	<b>16.4.9-12.1S</b> Name examples of extinct and non-extinct species using flash cards (e.g., t-rex, wooly mammoth, raccoons).	<b>16.4.9-12.2S</b> Identify and describe artifacts that support the theory of evolution (e.g., Identify pictures of fossil skeletons).	<b>16.4.9-12.3S</b> Describe the possible causes of species extinction using online video resources.	<b>16.4.9-12.4S</b> Discuss how natural selection can impact a population in a small group.	<b>16.4.9-12.5S</b> Debate various theories of evolution, creation, and extinction of life with teacher modeling and class notes.	3.1.12.C1 3.1.12.C2 3.1.12.C3
	Writing	<b>16.4.9-12.1W</b> Label a simple diagram of the food chain using graphic support.	<b>16.4.9-12.2W</b> Take notes on a graphic organizer to show predator/prey relationships using phrase wall support.	<b>16.4.9-12.3W</b> Write an outline describing a food web which includes producers, consumers, and decomposers with template support (e.g., descriptors of the roles of each organism).	<b>16.4.9-12.4W</b> Summarize the flow of energy within an ecosystem with the support of a model (i.e., as it relates to the food web).	<b>16.4.9-12.5W</b> Produce a research report explaining how the flow of energy within an ecosystem changes when one element is removed with partner support (i.e., as it relates to the food web).	4.1.10.C 4.1.12.C

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

**Grade Level: 9-12**

16.5.9-12		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	<b>16.5.9-12.1L</b> Indicate where natural resources exist (e.g., Find an oil rig) from visually supported oral description.	<b>16.5.9-12.2L</b> Identify distribution of natural resources around the world (e.g., point to sites of solar energy on a map or globe) from visually supported oral description.	<b>16.5.9-12.3L</b> Compare availability of natural resources between two or more countries from visually supported oral description.	<b>16.5.9-12.4L</b> Analyze distribution of products from natural resources among global markets from visually supported oral description.	<b>16.5.9-12.5L</b> Interpret implications of distribution of products from natural resources among global markets from visually supported oral description.	6.3.12C
	Reading	<b>16.5.9-12.1R</b> Identify key vocabulary related to local, state and national government supported visually in L1 or L2	<b>16.5.9-12.2R</b> Locate the roles of local, state and national governments using a graphic organizer in a small group.	<b>16.5.9-12.3R</b> Note the roles and responsibilities of local, state and national government using a Venn diagram with a partner.	<b>16.5.9-12.4R</b> Differentiate the roles of local, state and national governments using a Venn diagram.	<b>16.5.9-12.5R</b> Differentiate the responsibilities of local, state and national governments based on implicit and explicit texts with a partner.	5.3.C.A 5.3.9.A 5.3.12A
PRODUCTIVE	Speaking	<b>16.5.9-12.1S</b> Respond to Yes/No questions about current or past events in world history with visual supports (e.g., photographs)..	<b>16.5.9-12.2S</b> Answer short answer questions about current or past events in world history using sentence starters and visual support.	<b>16.5.9-12.3S</b> Discuss personal connections to current or past people or events in world history (e.g., I visited Tiananmen Square) using realia or visual supports.	<b>16.5.9-12.4S</b> Analyze current or past events in world history with a small group.	<b>16.5.9-12.5S</b> Critique current or past issues or policies in world history with a partner.	8.4.W.A
	Writing	<b>16.5.9-12.1W</b> Match key vocabulary with the physical characteristics of places on a map or a chart with a small group.	<b>16.5.9-12.2W</b> Label the physical characteristics of places with short descriptive phrases noted in a graphic organizer.	<b>16.5.9-12.3W</b> Summarize the physical characteristics of places from information presented in a graphic organizer.	<b>16.5.9-12.4W</b> Create a multi-paragraph essay from an outline describing the physical characteristics of places or regions with a partner.	<b>16.5.9-12.5W</b> Write a research paper analyzing the physical characteristics of places or regions using a graphic organizer.	7.2.W.A