

Module Title: COLLECTION 1 – OURSELVES AND OTHERS

Subject: English 10

Timeline: 6-8 weeks

Houghton Mifflin Harcourt: Collections

Thematic Overview:

This collection explores how we interact with people – families, enemies, neighbors, strangers, and those with whom we disagree. It explores the notion that creating good relationships can affect students' lives. The collection focuses on ways in which individuals and groups learn to coexist and even work together when they disagree.

Module Objectives:

- analyzing impact of cultural background on point of view
- comparing tone in texts
- analyzing impact of word choice
- examining how ideas can advance a purpose and point of view
- analyzing a writer's choices in pacing, word choice, tone, and mood
- supporting inferences about theme and citing evidence used to make inferences
- analyzing multiple genres of texts in both fiction and nonfiction
- applying language conventions in writing

Essential Questions:

1. How do our interactions prepare us to build accepting relationships?
2. How do our interactions help us to understand ourselves and others?

Academic Vocabulary:

Discriminate, diverse, inhibit, intervene, rational

PA CORE STANDARDS

1.2 Reading Informational Text	1.4 Writing	Grammar Eligible Content
<p>CC.1.2.9-10.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.</p> <p>CC.1.2.9-10.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.</p> <p>CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p>	<p>CC.1.4.9-10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information</p> <p>CC.1.4.9-10.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics."</p> <p>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."</p> <p>CC.1.4.9-10.P <i>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."</i></p> <p>CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction."</p> <p>CC.1.4.9-10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject</p>	<ul style="list-style-type: none"> • Understanding Formal Versus Informal Tone • Noun Clauses • Colloquialisms

	<p>under investigation."</p> <p>CC.1.4.9–10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation."</p> <p>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."</p>
1.3 Reading Literature	1.5 Speaking and Listening
<p>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."</p> <p>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."</p> <p>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.</p> <p>CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>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.</p> <p>CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.</p>	<p>CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively."</p> <p>CC.1.5.9–10.D 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."</p> <p>CC.1.5.9–10.E Adapt speech to a variety of contexts and tasks."</p> <p>CC.1.5.9–10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence."</p>

Text Sets:

ANCHOR TEXT

Literary Text	Sample HMH Instructional Supports
SHORT STORY "What, of this Goldfish, Would You Wish?" by Etgar Keret	Close Read Screencasts Collaborative Discussion Activity Analyzing the Text Guiding Questions Analyze Point of View: Cultural Background LevelUpTutorial: Point of View

CLOSE READER

Literary Text	Sample HMH Instructional Supports
SHORT STORY "The Wife's Story" by Ursula K. Le Guin	Short Response Dig Deeper IWB Lesson: Character Development and Motivation

Text:

Informational Text	Sample HMH Instructional Supports
DOCUMENTARY TRAILER "My So-Called Enemy" Directed by Lisa Gossels	Collaborative Discussion Activity Analyzing the Media Guiding Questions Determine Purpose and Point of View IWB Lesson: Making Inferences

Unit Assessments:

- Collection Test: Analyzing Texts
- Writing Assessments: responding through comparison, analysis, argument, and a letter
- Performance Task: Presenting a speech that synthesizes ideas about how relationships with others define us
- Performance Task: Writing an analytical essay using textual support to explore accepting others
- Literary Analysis: Performance Assessment book

ANCHOR TEXTS:

Informational Text	Sample HMH Instructional Supports
COURT OPINION ANCHOR TEXT from <i>Texas v. Johnson Majority Opinion</i> by William J. Brennan	Close Read Screencasts Collaborative Discussion Activity Analyzing the Text Guiding Questions Cite Evidence IWB Lesson: Citing Textual Evidence
CONNECTED ANCHOR TEXT NEWSPAPER EDITORIAL "American Flag Stands for Tolerance" by Ronald J. Allen	

CLOSE READER

Informational Text	Sample HMH Instructional Supports
PUBLIC DOCUMENT CLOSE READER from the <i>Universal Declaration of Human Rights</i> by UN Commission on Human Rights	Short Response Dig Deeper Level Up Tutorial: Evidence IWB Lesson: Word Choice and Tone
SPEECH CLOSE READER from <i>Towards a True Refuge</i> by Aung San Suu Kyi	

Text:

Literary Text	Sample HMH Instructional Supports
SHORT STORY "The Lottery" by Shirley Jackson	Collaborative Discussion Activity Analyzing the Text Guiding Questions Vocabulary Strategy: Denotation and Connotation Level Up Tutorial: Tone

Text:

Literary Text	Sample HMH Instructional Supports
POEM "Without Title" by Diane Glancy	Collaborative Discussion Activity Analyzing the Text Guiding Questions Support Inferences About Theme LevelUp Tutorial: Theme

Thematic Connections Map Follows:

Collection 1 Thematic Connections

"We, as human beings, must be willing to accept people who are different from ourselves."



Module Title:

Of Mice and Men by John Steinbeck

(in collaboration with Houghton Mifflin Harcourt Collection – Ourselves and Others)

Subject: English 10 Grade: 10	Timeline: 25-30 Days (Of Mice and Men)
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Module Overview:
People's relationships with others shape who they are Accepting others who are different from ourselves
Module Objectives:
<ul style="list-style-type: none">✓ Support Inferences about theme✓ Analyze character motivations✓ Analyze impact of word choice on tone✓ Analyze how author creates tension through pacing✓ Analyze impact of cultural background on POV✓ Cite textual evidence to support inferences✓ Analyze order of ideas✓ Determine purpose and POV
Thematic Focus:
Perspective on others
Essential Questions:
How does an author develop empathy between a character and the reader? How does setting/ time period impact the novel and the characters?

PA CORE STANDARDS:

1.3 Reading Literature		Grammar Eligible Content
<p>1.39.10A 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.</p> <p>1.39.10B 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</p> <p>1.39.10C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme</p> <p>1.29.10D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>1.39.10E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p>		<p>Comma Usage Subject/ verb agreement</p>
1.2 Reading Informational Text	1.4 Writing	
<p>CC.1.2.9.10C Determine an author's particular point of view and analyze how rhetoric advances the point of view</p> <p>CC.1.2.9.10E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text</p>	<p>CC.1.4.9.10D 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</p>	

Text Set: *Of Mice and Men*

Anchor Text: Of Mice and Men
Activities: Robert Burns Poem: *To a Mouse* activity

Text: Of Mice and Men
Activities: " Sticks and Stones" Anticipation Guide

Text: Of Mice and Men
Activities: *Winnie the Pooh* Poem Activity

Text: Of Mice and Men
Activities: Paul Simon " I am a Rock" – Song to Character Analysis

Text: Of Mice and Men
Activities: Ranking a Friend Activity

Text: Of Mice and Men
Activities: Textual Evidence – Adjective Activity

Text: Of Mice and Men
Activities: Essay: Change the Title

Text: Of Mice and Men
Activities: Theme Activity

Reading Assessments:
Chapter Quiz, Final Exam, Discussions/
DEJ's

Writing Prompts & Assessments:
Timed Writings. Keystone Writing Prompts

Grammar Assessments:

Module Title: COLLECTION 5 – ABSOLUTE POWER

Grade / Subject: English 10	Timeline: 6-8 weeks
Houghton Mifflin Harcourt Collections	

Thematic Overview:

In this collection, students will explore the theme of “Absolute Power” in society. Students will understand that *absolute* means “unlimited,” or something that is total or complete. Students will read and write about and discuss texts that explore different types of power. Some texts will show how people view power and how some people seek it.

Module Objectives:

- Analyze the use of rhetoric in an argument
- Analyze interactions between characters and theme.
- Analyze representations of a scene.
- Analyze historical text.
- Analyze how an author draws on Shakespeare.
- Make and support inferences about word choice.

Essential Questions:

3. How do human ambition and the eternal quest for power represent universal human traits?
4. How are universal human traits reflected in literature?

Academic Vocabulary:

Comprise, incidence, priority, thesis, ultimate

PA CORE STANDARDS

1.2 Reading Informational Text	1.4 Writing	Grammar Eligible Content
<p>CC.1.2.9-10.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.</p> <p>CC.1.2.9-10.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.</p> <p>CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p>	<p>CC.1.4.9-10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information</p> <p>CC.1.4.9-10.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>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."</p> <p>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.</p> <p>CC.1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics."</p> <p>CC.1.4.9-10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<ul style="list-style-type: none"> • Rhetorical questions • Inverted sentence structure • Absolute phrases

1.3 Reading Literature	1.5 Speaking and Listening
<p>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."</p> <p>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."</p> <p>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.</p> <p>CC.1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p>	<p>CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively."</p> <p>CC.1.5.9-10.D 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."</p> <p>CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence."</p>

Text Sets:

Text:

Informational Text	Sample HMH Instructional Supports
ARGUMENT from "Why Read Shakespeare?" by Michael Mack	<ul style="list-style-type: none"> • Collaborative Discussion Activity • Analyzing the Text • Guiding Questions • Analyze Argument and Rhetoric • Level Up Tutorial: Analyzing Arguments

* ANCHOR TEXT

Literary Text	Sample HMH Instructional Supports
DRAMA <i>The Tragedy of Macbeth</i> by William Shakespeare	<ul style="list-style-type: none"> • Close Read Screencasts • Collaborative Discussion Activity • Analyzing the Text • Guiding Questions • Analyze Character and Theme • IWB Lesson: Plot and Conflict

Supporting Media: Video from The History Channel
America: The Story of Us: Frederick Douglas

* CLOSE READER

Literary Text	Sample HMH Instructional Supports
DRAMA from <i>The Tragedy of Macbeth</i> by William Shakespeare	<ul style="list-style-type: none"> • Short Response • Dig Deeper • IWB Lesson: Inferences

MEDIA ANALYSIS

Literary Text	Sample HMH Instructional Supports
FILM from <i>Macbeth on the Estate</i> Directed by Penny Woolcock	<ul style="list-style-type: none"> • Collaborative Discussion Activity • Analyzing the Media • Guiding Questions • Analyze Representations • Level Up Tutorial: Methods of Characterization

Selection Assessments:

- Selection Tests
- Selection Performance Tasks
 Writing: Analysis, Argument, Narrative
 Speaking: Argument, Discussion, Debate, Poetry Reading

Unit Assessments:

- Collection Assessment
- Collection Performance Task A:
 Write an Analytical Essay
- Common Assessment

Text:

Informational Text	Sample HMH Instructional Supports
HISTORY from <i>Holinshed's Chronicles</i> by Raphael Holinshed	<ul style="list-style-type: none">• Collaborative Discussion Activity• Analyzing the Text• Guiding Questions• Analyze Historical Text• IWB Lesson: Evaluating Sources

Text:

literary Text	Sample HMH Instructional Supports
SHORT STORY "The Macbeth Murder Mystery" by James Thurber	<ul style="list-style-type: none">• Collaborative Discussion Activity• Analyzing the Text• Guiding Questions• Analyze How an Author Draws on Shakespeare• Level Up Tutorial: Historical and Cultural Context

Text:

literary Text	Sample Instructional Supports
POEM "5 P.M., Tuesday, August 23, 2005" by Patricia Smith	<ul style="list-style-type: none">• Collaborative Discussion Activity• Analyzing the Text• Guiding Questions• Support Inferences About Word Choice• IWB Lesson: Figurative Language and Imagery

Thematic Connections Map Follows:

Collection 5 Thematic Connections

"Be bloody, bold, and resolute; laugh to scorn the power of man."-Macbeth Act IV Scene I

