

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Literacy 1

Grade Level: 9

Date of Board Approval: 2019

Planned Instruction

Title of Planned Instruction: Literacy 1

Subject Area: Reading

Grade(s): 9

Course Description:

This high-interest reading course will focus around the novel *Ready Player One* using the PA Common Core State Standards. It is designed to improve vocabulary and literal and inferential comprehension skills while fostering a love for reading. Developmental reading instruction will be provided throughout the course, focusing on increasing vocabulary, reading, writing, research, and critical reading skills.

Time/Credit for the Course: 1 Semester

Curriculum Writing Committee: Kathy Farley

Curriculum Map

1. Marking Period One: Overview based on 45 days

Goals: During the first marking period, the students will be introduced to the 1980s. They will begin to understand the history of video games and understand the references to this time period. By the end of the first marking period, the students will be engaged in the rising action of the novel.

Video Game Revolution- Anticipatory Set and Background Information

- Benefits of Gaming
- Notetaking
- Identifying Fact and Opinion

Chapters 1-5

- Genre
- Setting
- Point of View
- Characters
- Conflict
- Exposition
- Vocabulary
- Inferences

Chapters 6-11

- Vocabulary
- Inferences
- Rising Action
- Drawing Conclusions

Chapters 12-16

- Vocabulary
- Inferences
- Irony
- Theme
- Setting Shift
- Personification
- Drawing Conclusions

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2. Marking Period Two: Overview based on 45 days

Goals: The rising action will lead to the climax during the second marking period. Hopefully, the students will understand that they are part of a “game” too, and they will be starting to solve some of the riddles. Along with reading the novel, the students gain a deeper understanding of many literary elements and devices.

Chapters 17-22

- Vocabulary
- Inferences
- Antagonist
- Metaphor
- Drawing Conclusions

Chapters 23-27

- Vocabulary
- Inferences
- Personification

Chapters 28-33

- Vocabulary
- Inferences
- Motivation
- Simile
- Drawing Conclusions
- Irony

Chapters 34-39

- Vocabulary
- Inferences
- Setting Shift
- Drawing Conclusions
- Symbolism
- Theme
- Climax
- Falling Action
- Resolution
- Compare and Contrast

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Curriculum Framework

Long Term Goals (Marking Period 1 and 2):

- Comprehend and evaluate complex texts across a range of types and disciplines
- Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
- Communicate effectively for varied purposes and audiences.

Big Idea: Effective readers use appropriate strategies to construct meaning.

Essential Questions:

How do strategic readers create meaning from informational and literary text?
What is this text really about?
How do readers know what to believe?
How does what readers read influence how they should read it?
How does a reader's purpose influence how text should be read?

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Essential Questions:

How do readers know what to believe in what they read, hear, and view?
How does the interaction with text provoke thinking and response?

Big Idea: An expanded vocabulary enhances one's ability to express ideas and information.

Essential Questions:

Why learn new words?
What strategies and resources does the learner use to figure out unknown vocabulary?
How does one develop and refine vocabulary?

Concepts:

- Essential content, literary elements and devices inform meaning
- Textual structure, features and organization inform meaning

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- Acquiring and applying a robust vocabulary assists in constructing meaning

Competencies:

- Identify and evaluate essential content between and among various text types
- Use and cite evidence from texts to make assertions, inferences, generalizations, and draw conclusions
- Evaluate the effectiveness of the author's use of literary devices in various genre
- Analyze and evaluate the author's use of literary elements within and among genres
- Analyze and evaluate author's/authors' use of conflict, theme, and/or point of view within and among text
- Summarize, draw conclusions, and make generalizations from a variety of mediums
- Develop new and unique insights based on extended understanding derived from critical examinations of text(s)
- Analyze the impact of societal and cultural influences in texts
- Analyze the use of facts and opinions across text
- Evaluate the presentation of essential and nonessential information in texts, identifying the author's implicit or explicit bias and assumptions
- Evaluate the characteristics of various genre to determine how the form relates to the purpose
- Evaluate organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, problem/solution) as related to content to clarify and enhance meaning
- Evaluate the use of graphics in text as they clarify and enhance meaning
- Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations
- Analyze the context of literal, figurative, and idiomatic vocabulary to clarify meaning
- Generalize the use of academic vocabulary across disciplines
- Use grade appropriate resources to confirm and extend meaning of vocabulary

Curriculum Plan

Unit: Video Game Revolution

Marking Period: 1

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Common Standards / Eligible Content Covered:

CC.1.3.9-10.B, CC.1.3.9-10.C, CC.1.3.9-10H, CC.1.3.9-10.J

Keystone Assessment Anchors:

L.N. 1.1, L.N. 1.2, L.N.2.2, L.N.2.5

Keystone Eligible Content:

LN .1.1.1, LN.1.1.2, LN.1.1.4, L.N.1.2.4, L.N.1.3.1, LN.1.3.2, LN.1.3.3, LN.2.1.1, LN.2.1.2, LN.2.4.2

PA Information Technology Standards:

15.3.12.C., 15.3.12.E., 15.3.12

Overview: Much of the story of *Ready Player One* has to do with video games old and newer, most of the story itself takes place within a video game world. The unit starts by giving the students some background information on the history and possible future of video gaming. This is done by using the first few classes to watch a documentary on video games.

Goals: The students will analyze the benefits of gaming. They will be able to distinguish between fact and opinion and determine the validity of the author's claim.

Objectives:

1. Students will analyze and evaluate facts and information from the documentary and keep notes (DOK – Level 3)
2. Students will have an increased knowledge of the history of and issues in the video game industry (DOK – Level 2)

Core Activities and Corresponding Instructional Methods:

- Students will read an article about the benefits of gaming from Mentalfloss.
- Students will debate each item in the article as to whether or not it is true or false.
- Students will watch a documentary on the history of video games.
- Teacher will demonstrate note taking strategies.
- Students will take notes while watching the documentary.

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- Students will complete “Video Game Revolution Notes.”

Assessments:

- **Diagnostic:**
 - Benchmark as per district benchmark
 - 8th Grade PSSA data
 - KWL Chart
- **Formative:**
 - Teacher observation
 - Note taking
- **Summative:**
 - Critical thinking questions

Extensions:

- Students will research the negative aspects of video gaming and its effect on teenagers.

Correctives:

- Students will work in small groups to compare notes.

Materials and Resources:

- <http://mentalfloss.com/article/65008/15-surprising-benefits-playing-video-games>
- *Ready Player One Reading Unit* by Donald C. Ivers III

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Unit: Chapters 1-5

Marking Period: 1

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:

CC.1.3.9-10.A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:

L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:

L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:

15.3.12.C., 15.3.12.E., 15.3.12

Overview: During the unit, the teacher and students will make use of the various pop culture references made in *Ready Player One* for different purposes. There are multiple activities and work that students are expected to experience. In an effort to further engage students in the learning, their work, and the story, there is a hidden contest spread throughout the unit similar to the contest played in the book. Starting with the Video Game Revolution notes, which has a QC code on the last page that if scanned pulls up a You Tube video explaining and inviting students to compete in the contest. Hidden in each packet is a code, such as a binary or Morse Code, that spells words to a riddle, each of the art sheets has a clue as to what the code on a particular packet is. The teacher should not inform the students about the videos or codes, instead play stupid when questioned – remember in the book there was no sage or mentor to guide Wade. Encourage students to keep all of their papers for the eventuality that they discover the contest. It should be noted that the contest is somewhat difficult, and students will have to research, decode, analyze, and cross reference to solve the riddle. The contest is revealed at the end of chapter 39 if the students do not discover it before then.

Goals: The students will understand the elements of the genre. They will identify the literary elements that are part of the exposition. They will recognized the benefits and drawbacks of the point of view.

Objectives:

1. Students will understand the purpose of the exposition in a story (DOK – Level 2)
2. Students will identify the setting of the novel (DOK – Level 2)

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3. Students will identify the point of view and understand the benefits and limitations of this point of view (DOK – Level 2)
4. Students will identify the genre of the novel (DOK – Level 2)
5. Students will identify of the conflict of the novel (DOK – Level 3)
6. Students will identify the characters, and determine whether the author is introducing the characters through direct or indirect characterization (DOK – Level 3)

Core Activities and Corresponding Instructional Methods:

- Introduce novel
- Identify the genre
- Introduce the exposition
- Identify the initial setting
- Determine the point of view
- Identify the conflict
- Identify the characters through direct and indirect characterization
- Build background for the novel by watching TRS Dungeons and Dragons commercial
- Build background for the novel by watching Adventure (Atari 2600) commercial
- Build background for the novel by listening to Billy Idol’s “Dancing with Myself”
- View *Family Ties* video clip (Before Chapter 1)
- View *Spider Man* introduction (Before Chapter 1)
- View *The Last Starfighter* Theatrical Trailer (Before Chapter 1)
- Annotate sections of the novel
- Read chapter 1
- Complete Quick Check Chapter 1
- Discuss the setting
- Identify the point of view
- Identify the genre
- Complete Hiding Out! activity
- View *Ferris Bueller's Day Off* (1986) – Trailer (Before Chapter 2)
- View *T2- Liquid Metal* (Before Chapter 2)
- View “The Galaxy Song” 1979 Sony Betamax Commercial (Before Chapter 2)
- Read Chapter 2
- View “Atari Swordquest contest of the 80's” (Before Chapter 3)
- View “Mattel Electronics Intellivision space games commercial feat. George Plimpton” (Before Chapter 3)
- Read chapter 3
- Complete Quick Check Chapters 2-3

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- Complete Vocabulary packet Chapters 4-7
- Complete Inferencing packet
- View Rubik's Cube Commercial (Before Chapter 4)
- View *Fantastic Voyage* (1966) - Theatrical Trailer (Before Chapter 4)
- View *The Matrix* (1999) Official Trailer #1 (Before Chapter 4)
- Read Chapter 4
- View Mini BIO - Bill Gates (Before Chapter 5)
- View *Back to The Future (1985) Theatrical Trailer* (Before Chapter 5)
- Read Chapter 5
- Complete Quick Check Chapters 4-5
- Complete Chapter Questions
- Chapters 1-5 Test

Assessments:

- **Diagnostic:**
 - Benchmark as per district plan
 - 8th grade PSSA data
- **Formative:**
 - Quick Check Chapter 0
 - Quick Check Chapter 1
 - Quick Check Chapters 2-3
 - Quick Check Chapters 4-5
 - www.socrative.com – self-grading assessments
- **Summative:**
 - Chapters 1-5 Test

Extensions:

- Research references in the novel:
 - *Dr. Who* (TV Show)
 - *Better Off Dead* (Movie)
 - Terry Gilliam (Real People)
 - Rubik's Cube (Real World Item)
 - Indiana Jones (Fictional Character)
 - Arrakis (Fictional Place)

Correctives:

- Audio version of novel

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Materials and Resources:

- TSR Dungeons and Dragons game TV commercial
<https://www.youtube.com/watch?v=q1wGIOwn1pM>
- Adventure (Atari 2600) Level 1 play through
https://www.youtube.com/watch?v=I6-zN_eaRd8
- Billy Idol - Dancing with Myself
<https://www.youtube.com/watch?v=FG1NrQYXjLU>
- *Ready Player One*
- *Ready Player One* audio
- Family Ties Introduction
<https://www.youtube.com/watch?v=ZdzfOowQ0xY>
- Spider-man Introduction
<https://www.youtube.com/watch?v=KZw64rBswqc>
- The Last Starfighter Theatrical Trailer
<https://www.youtube.com/watch?v=H7NaxBxFWSo>
- Ferris Bueller's Day Off (1986) – Trailer
<https://www.youtube.com/watch?v=R-P6p86px6U>
- T2- Liquid Metal
<https://www.youtube.com/watch?v=u8h8d2XLWKY>
- The Galaxy Song
<https://www.youtube.com/watch?v=vly76M-4txo>
- 1979 Sony Betamax Commercial
https://www.youtube.com/watch?v=t2v_qEVTh10
- Atari Swordquest contest of the 80's
<https://www.youtube.com/watch?v=LWltQ9UN5vE>
- Mattel Electronics Intellivision space games commercial feat. George Plimpton
<https://www.youtube.com/watch?v=1O17bGSd9SU>
- Rubik's Cube Commercial
<https://www.youtube.com/watch?v=jTkhA3RO5fU>
- *Fantastic Voyage* (1966) - Theatrical Trailer
<https://www.youtube.com/watch?v=VcMwNSiQ8Jk>
- *The Matrix* (1999) Official Trailer #1
<https://www.youtube.com/watch?v=vKQi3bBA1y8>
- Mini BIO - Bill Gates
<https://www.youtube.com/watch?v=tvXUHY4z0As>
- View Back to The Future (1985) Theatrical Trailer
<https://www.youtube.com/watch?v=qvsgGtivCgs>

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- Internet Access
- www.socrative.com
- Interactive notebook
- *Ready Player One Novel Guide* by Nancy Bruen
- *Ready Player One Reading Unit* by Donald C. Ivers III

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Unit: Chapters 6-11

Marking Period: 1

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:

CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:

L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:

L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:

15.3.12.C., 15.3.12.E., 15.3.12

Overview: After the exposition, the tension starts to increase in the rising action. Students will practice annotating text.

Goals: After identifying the conflict, the students will look at the events that take place and draw conclusions and make predictions.

Objectives:

1. Students will improve their vocabulary (DOK – Level 1)
2. Students will understand identify story events that increase the tension in the rising action (DOK 2)
3. Students will make predictions based on information in the novel (DOK 3)
4. Students will make inferences based on information in the novel (DOK 3)
5. Students will annotate sections of the novel to identify the literary elements and literary devices found in these chapters (DOK Level 1)

Core Activities and Corresponding Instructional Methods:

- View *The Greatest American Hero* - Intro credits (Before Chapter 6)
- View *R.E.M. - Shiny Happy People (Video)* (Before Chapter 6)
- View *G.I. Joe PSA - Spirit - What to do if you catch on fire* (Before Chapter 6)
- Understand that tension is increasing in the rising action

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- Draw conclusions
- Annotate sections of the novel
- Read Chapter 6
- View *Verb That's What's Happening* (Before Chapter 7)
- View *Quidditch* (Before Chapter 7)
- View *Doctor Who 2013 Opening titles VIEW in HD* (Before Chapter 7)
- Read Chapter 7
- Complete Quick Check Chapters 6-7
- Complete "Get In the Game"
- Complete vocabulary for Chapters 8-11
- Complete Inferencing packet
- View *Joust* (Arcade, 1982) - Video Game Years History (Before Chapter 8)
- View *HAWK THE SLAYER* – Trailer (Before Chapter 8)
- View *Star Wars IV- A New Hope* -The Throne Room (Before Chapter 8)
- Read Chapter 8
- Complete Quick Check Chapter 8
- View *Howard Jones - Like To Get To Know You Well.* (1984) Original Video. (Before Chapter 9)
- View *Ray Ban Vampires Commercial* (Before Chapter 9)
- View *1977 Kenner Star Wars Action Figures Commercial* (Before Chapter 9)
- Read Chapter 9
- Complete Quick Check Chapter 9
- Complete What Up, Lich !
- View *E.T. Atari 2600 Play Through* (Before Chapter 10)
- View *Members Only Jackets with Anthony Geary* -Commercial, 1982 (Before Chapter 10)
- View *1986 Camaro Iroc Z Commercial* (Before Chapter 10)
- Read Chapter 10
- Chapter 10 Quick Check
- View *War Games Official Trailer* (Before Chapter 11)
- View *Wargames Movie Soundtrack "Video Fever"* (Before Chapter 11)
- View *Galaga (Arcade, 1981) Feat. Egoraptor - Video Game Years History* (Before Chapter 11)
- Read Chapter 11
- Complete Vocabulary Chapters 8-11
- Complete Chapter 11 Quick Check
- Complete Chapter Questions
- Chapters 6-11 Test

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Assessments:

- **Diagnostic:**
 - Benchmark as per district plan
 - 8th grade PSSA data
- **Formative:**
 - Quick Check Chapters 6-7
 - Quick Check Chapter 8
 - Quick Check Chapter 9
 - Quick Check Chapter 10
 - Quick Check Chapter 11
 - www.socrative.com – self-grading assessments
- **Summative:**
 - Chapters 6-11 Test

Extensions:

- Research referencing in the novel:
 - *Super Friends* (TV Show)
 - *Excalibur* (Movie)
 - *Dungeon & Dragons* (TV Show)
 - *The Beastmaster* (Movie)
 - She-Ra (Fictional Character)
 - Juan Sanchez Villa-Lobos Ramirez (Fictional Character)

Correctives:

- Audio version of novel

Materials and Resources:

- *The Greatest American Hero - Intro credits*
<https://www.youtube.com/watch?v=eYUXnVxCoS4>
- *R.E.M. - Shiny Happy People (Video)*
<https://www.youtube.com/watch?v=YYOKMUTTDdA>
- *G.I. Joe PSA - Spirit - What to do if you catch on fire*
<https://www.youtube.com/watch?v=R41W9anu4i8>
- *Verb That's What's Happening*
<https://www.youtube.com/watch?v=5EicxQxzsW4>
- *Quidditch*
<https://www.youtube.com/watch?v=3vZL4eHdhRM>
<https://www.youtube.com/watch?v=YOVS9yn2R7c>

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- *Doctor Who 2013 Opening titles VIEW in HD*
<https://www.youtube.com/watch?v=07p-WI0enf8>
- *Joust (Arcade, 1982) - Video Game Years History*
<https://www.youtube.com/watch?v=k7muqchs3rE>
- *HAWK THE SLAYER – Trailer*
<https://www.youtube.com/watch?v=l8Ra6TsdEts>
- *Star Wars IV- A new hope (The Throne Room)*
<https://www.youtube.com/watch?v=KK6ovB8jrE0>
- *Howard Jones - Like to Get to Know You Well. (1984) Original Video.*
<https://www.youtube.com/watch?v=1JnAFCOzdUE>
- *Ray Ban Vampires Commercial*
<https://www.youtube.com/watch?v=4sQ5CLD7oiY>
- *1977 Kenner Star Wars Action Figures Commercial*
<https://www.youtube.com/watch?v=z2XVI2zGQmw>
- *E.T. Atari 2600 Play Through*
<https://www.youtube.com/watch?v=ZPnmewxetNA>
- *Members Only Jackets with Anthony Geary (Commercial, 1982)*
<https://www.youtube.com/watch?v=xIFwI0jg6B8>
- *1986 Camaro Iroc Z Commercial*
<https://www.youtube.com/watch?v=pB-AgikWZhs>
- *War Games Official Trailer*
<https://www.youtube.com/watch?v=hbqMuvnx5MU>
- *Wargames movie soundtrack 'video fever'*
<https://www.youtube.com/watch?v=Gk4xpDI9pJI>
- *Galaga (Arcade, 1981) Feat. Egoraptor - Video Game Years History*
<https://www.youtube.com/watch?v=Fa9ex5Uu6Jc>
- Internet Access
- www.socrative.com
- Interactive notebook
- *Ready Player One Novel Guide* by Nancy Bruen
- *Ready Player One Reading Unit* by Donald C. Ivers III

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Unit: Chapters 12-16

Marking Period: 1

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:

CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:

L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:

L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:

15.3.12.C., 15.3.12.E., 15.3.12

Overview: The rising action continues and there is a shift in setting. Students will continue to understand the references to the 1980s. Wade clears the first gate, and the story becomes more exciting. Aech clears the First Gate too.

Goals: Students will continue to improve their vocabulary. They will make inferences and draw conclusions based on information in the text. They will notice more examples of figurative language and irony.

Objectives:

1. Student will continue to improve their vocabulary through context clues (DOK – Level 2)
2. Students will make inferences based on information in the text (DOK – Level 3)
3. Students will draw conclusions based on information in the text (DOK – Level 3)
4. Students will define irony (DOK – Level 1)
5. Students will be able to identify an example of situational irony (DOK – Level 3)
6. Students will understand the purpose of using personification and located examples (DOK – Level 3)

Core Activities and Corresponding Instructional Methods:

- View *Not Worthy!!!!* (Before Chapter 12)

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- View *The Dark Crystal (1982) Movie Trailer* (Before Chapter 12)
- View *Captain Kangaroo 1984-85 opening* (Before Chapter 12)
- Annotate sections of the novel
- Notice a shift in setting
- Identify situational irony
- Draw conclusions
- Find examples of personification
- Read Chapter 12
- View *1983 - Commercial - Aqua-fresh Toothpaste* (Before Chapter 13)
- View *Captain America – 1979* (Before Chapter 13)
- Read Chapter 13
- Complete Quick Check Chapters 12-13
- View *Rare Commercial Vault- 7-Eleven SUPER Big Gulp 1986* (Before Chapter 14)
- *A Clockwork Orange- Murder convict Alex in prison* (Before Chapter 14)
- *Phantasm Official Trailer #1 - Angus Scrimm Movie -1979- HD* (Before Chapter 14)
- Read Chapter 14
- View *Wonder Twin Powers Activate* (Before Chapter 15)
- View *Golf Clap* (Before Chapter 15)
- View *High Five Etiquette* (Before Chapter 15)
- Read Chapter 15
- Complete Quick Check Chapters 14-15
- Complete “Make Your Avatar”
- Complete Vocabulary for Chapters 12-15
- Complete Inferences packet for Chapters 12-15
- View *Max Headroom Explained By Bryce 1987*
- View *Judy Garland - The Merry Old Land Of Oz (The Wizard Of Oz, 1939)*
- View *Christian Borle's eBay Commercial - 'That's On eBay'*
- Complete Chapter Questions
- Chapters 12-16 Test

Assessments:

- **Diagnostic:**
 - Benchmark as per district plan
 - 8th grade PSSA data
- **Formative:**
 - Quick Check Chapters 12-13
 - Quick Check Chapters 14-15
 - www.socrative.com – self-grading assessments

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- **Summative:**
 - Chapters 12-16 Test

Extensions:

- Research referencing in the novel:
 - *Captain Kangaroo* (TV Show)
 - *Captain Buck Rogers* (TV Show)
 - *Dark Crystal* (Movie)
 - Big Gulp (Real World Item)
 - Captain America (Fictional Character)
 - Wonder Twins (Fictional Character)

Correctives:

- Audio version of novel

Materials and Resources:

- View *Not Worthy!!!!*
<https://www.youtube.com/watch?v=jjaqrPpdQYc>
- *The Dark Crystal (1982) movie trailer*
<https://www.youtube.com/watch?v=ZzgVPB5dpGG>
- *Captain Kangaroo 1984-85 Opening*
<https://www.youtube.com/watch?v=S7kW4jLqtVI>
- *1983 - Commercial - Aqua-fresh Toothpaste*
<https://www.youtube.com/watch?v=T89bT2qI5Ec>
- *Captain America (1979)*
<https://www.youtube.com/watch?v=QzE4Hv6Z-yk>
- *Rare Commercial Vault- 7-Eleven SUPER Big Gulp 1986*
<https://www.youtube.com/watch?v=5n9vOvJWNHI>
- *A Clockwork Orange- murder convict Alex in prison*
<https://www.youtube.com/watch?v=0zeoDI1oDpg>
- *Phantasm Official Trailer #1 - Angus Scrimm Movie (1979) HD*
<https://www.youtube.com/watch?v=RIRVOepV9Ik>
- *Wonder Twin Powers Activate*
<https://www.youtube.com/watch?v=FouDjI3GzEI>
<https://www.youtube.com/watch?v=MmlhvRxsFmM>
- *Golf Clap*
<https://www.youtube.com/watch?v=CP6v4T3VT7I>
- *High Five Etiquette*
<https://www.youtube.com/watch?v=-mMRY2N6s2I>
- *Max Headroom Explained by Bryce 1987*
<https://www.youtube.com/watch?v=A7E36QULruY>

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- *Judy Garland - The Merry Old Land of Oz (The Wizard Of Oz, 1939)*
<https://www.youtube.com/watch?v=GkeNEvwq7A0>
- *Christian Borle's eBay Commercial - 'That's On eBay'*
<https://www.youtube.com/watch?v=9SQKJkmTAhE>
- Internet Access
- www.socrative.com
- Interactive notebook
- *Ready Player One Novel Guide* by Nancy Bruen
- *Ready Player One Reading Unit* by Donald C. Ivers III

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Unit: Chapters 17-22

Marking Period: 2

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:

CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:

L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:

L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:

15.3.12.C., 15.3.12.E., 15.3.12

Overview: Wade becomes a formidable 99th Level warrior. This is the highest avatar level in the OASIS. His achievement makes him feel invincible, but the Quatrain's meaning still eludes him. Wade's infatuation with Art3mis distracts him from his obsession with Halliday's egg and leads to a developing gulf between him and Aech. Wade is humiliated that the girl who left him has bested him. He decides that he must see Halliday's contest through, as it may be the only way to get Art3mis to talk to him again.

Goals: Students will continue annotating sections of text. They will understand the difference between the protagonist and the antagonist. Students will continue to draw conclusions and make inferences based on information in the passage. In these chapters, students will continue to find examples of figurative language.

Objectives:

1. Student will continue to improve their vocabulary through context clues (DOK – Level 2)
2. Students will make inferences based on information in the text (DOK – Level 3)
3. Students will draw conclusions based on information in the text (DOK – Level 3)
4. Students will define antagonist (DOK – Level 1)
5. Students will identify the antagonist(s) in the story (DOK – Level 2)
6. Students will identify metaphors in the story (DOK – Level 3)

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Core Activities and Corresponding Instructional Methods:

- View *TLC Hackers Computer Outlaws* (Before Chapter 17)
- View *Cap'n Crunch's very 1st Commercial* (Before Chapter 17)
- View *The Goonies (1985) Official Trailer* (Before Chapter 17)
- Annotate sections of the novel
- Identify the antagonist
- Identify metaphors
- Draw conclusions
- Read Chapter 17
- Complete Quick Check Chapters 16-17
- Complete "Gear Up"
- View *Pan-Galactic Gargle Blaster [HD]* (Before Chapter 18)
- View *Adventures of Buckaroo Banzai Official Trailer #1 - Christopher Lloyd Movie (1984) HD* (Before Chapter 18)
- View *Cyndi Lauper - Time After Time* (Before Chapter 18)
- Read Chapter 18
- View *Buckaroo Banzai - There You Are* (Before Chapter 19)
- View *John Waite - Change.mpg* (Before Chapter 19)
- View *They Might Be Giants-Don't Let's Start* (Before Chapter 19)
- Read Chapter 19
- Complete Quick Check Chapters 18-19
- Complete Vocabulary Chapters 20-23
- Complete Inferencing packet
- View *Supaidaman – Intro* (Before Chapter 20)
- View *Say Anything... (3-5) Movie CLIP - Boombox Serenade (1989) HD* (Before Chapter 20)
- View *Wil Wheatons response to a little girl on how to deal with being called a nerd* (Before Chapter 20)
- Read Chapter 20
- View *Steve Wozniak 1984 Interview* (Before Chapter 21)
- View *Mini Bio- Kurt Vonnegut* (Before Chapter 21)
- View *Star Trek Original Series Intro (HQ)* (Before Chapter 21)
- Read Chapter 21
- Complete Quick Check Chapters 20-21
- Complete "Stronghold" (Before Chapter 22)
- View *Dokken - Dream Warriors- Official Music Video* (Before Chapter 22)

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- View *Star Wars the Arcade Game TV Commercial (1983) Atari 2600 + Atari 5200* (Before Chapter 22)
- View *Pac Man History 1980-2013* (Before Chapter 22)
- Quick Check Chapter 22
- Complete Chapter Questions
- Chapters 17-22 Test

Assessments:

- **Diagnostic:**
 - Benchmark as per district plan
 - 8th grade PSSA data
- **Formative:**
 - Quick Check Chapters 16-17
 - Quick Check Chapters 18-19
 - Quick Check Chapters 20-21
 - Quick Check Chapter 22
 - www.socrative.com – self-grading assessments
- **Summative:**
 - Chapters 17-22 Test

Extensions:

- Research referencing in the novel:
 - *Neuromancer* (Book)
 - Bryce Lynch (Fictional Character)
 - Flux Capacitor (Artifact)
 - “Safety Dance” (Song)
 - Tatooine (Fictional Place)
 - *Meatloaf* (Bang/Singer)

Correctives:

- Audio version of novel

Materials and Resources:

- *TLC Hackers Computer Outlaws*
<https://www.youtube.com/watch?v=ZIJRbtCXbSM>
- *Cap'n Crunch's very 1st Commercial*
<https://www.youtube.com/watch?v=uZSjFtdKcCU>
- *The Goonies (1985) Official Trailer*
<https://www.youtube.com/watch?v=hJ2j4oWdQtU>

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- *Pan-Galactic Gargle Blaster [HD]*
<https://www.youtube.com/watch?v=QvtPglw5ftk>
- *Adventures of Buckaroo Banzai Official Trailer #1 - Christopher Lloyd Movie (1984) HD*
<https://www.youtube.com/watch?v=RdanCNK4ayo>
- *Cyndi Lauper - Time After Time*
<https://www.youtube.com/watch?v=VdQY7BusJNU>
- *Buckaroo Banzai - There You Are*
https://www.youtube.com/watch?v=jv_jkju_iZg
- *John Waite - Change.mpg*
<https://www.youtube.com/watch?v=ApZ1aD8nYEK>
- *They Might Be Giants-Don't Let's Start*
<https://www.youtube.com/watch?v=VJQnZZ-Wmao>
- *Supaidaman – Intro*
<https://www.youtube.com/watch?v=me-wMZeKck4>
- *Say Anything... (3-5) Movie CLIP - Boombox Serenade (1989) HD*
<https://www.youtube.com/watch?v=S5Y8tFQ01OY>
- *Wil Wheaton's response to a little girl on how to deal with being called a nerd*
<https://www.youtube.com/watch?v=04WJEEb33CY>
- *Steve Wozniak (1984 Interview)*
<https://www.youtube.com/watch?v=7RZrv55B6Js>
- *Mini Bio- Kurt Vonnegut*
https://www.youtube.com/watch?v=_A-u7Obnlpw
- *Star Trek Original Series Intro (HQ)*
<https://www.youtube.com/watch?v=hdjL8WXjIGI>
- *Dokken - -Dream Warriors- (Official Music Video)*
https://www.youtube.com/watch?v=xpn9_aQbtbM&index=6&list=PLEvS5Kt4mSywEboq6He84TSxr7b5OH4n9
- *Star Wars the Arcade Game TV Commercial (1983) Atari 2600 + Atari 5200*
<https://www.youtube.com/watch?v=Mhyxai3AAUE>
- *Pac Man History (1980-2013)*
<https://www.youtube.com/watch?v=loVvgSwPDYk>
https://www.youtube.com/watch?v=AU831QQI_4I
<https://www.youtube.com/watch?v=kEGSFk-vCqU>
- Internet Access
- www.socrative.com
- Interactive notebook
- *Ready Player One Novel Guide* by Nancy Bruen
- *Ready Player One Reading Unit* by Donald C. Ivers III

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Unit: Chapters 23-27

Marking Period: 2

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:

CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:

L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:

L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:

15.3.12.C., 15.3.12.E., 15.3.12

Overview: Tension continues to rise. Wade receives a dejected Shoto on Falco. The latter grimly discloses that the Sixers killed Daito in real life. Daito had died protecting Shoto.

Goals: Students will continue to annotate sections text. They will make inference, make predictions, and draw conclusions. Students will find examples of figurative language.

Objectives:

1. Student will continue to improve their vocabulary through context clues (DOK – Level 2)
2. Students will make inferences based on information in the text (DOK – Level 3)
3. Students will draw conclusions based on information in the text (DOK – Level 3)
4. Students will define personification (DOK – Level 1)
5. Students will find examples of personification (DOK – Level 3)

Core Activities and Corresponding Instructional Methods:

- Annotate sections of the novel
- Read Chapter 23
- Identify examples of personification
- Complete Quick Check Chapter 23
- Complete Vocabulary packet for Chapters 24-27
- Complete Inferencing packet

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- View *Willy Wonka And The Chocolate Factory - Official Trailer* 1971 (Before Chapter 24)
- Read Chapter 24
- View *Electric Company - Slip Him Some Skin* (Before Chapter 25)
- View *The Legend of Masamune and Muramasa -Mythology Monday* (Before Chapter 25)
- View *The Lightsaber- 10 Things You Didn't Know!* (Before Chapter 25)
- Read Chapter 25
- Complete Quick Check Chapters 24-25
- Complete “Mech Maker”
- View *Black Tiger arcade - stage 1, 2 boss rush* (Before Chapter 26)
- View *US Navy WW2 Benjamin Submarine Diving Alarm Horn* (Before Chapter 26)
- View *Sweded- The Voight-Kampff Test from Blade Runner 1982* (Before Chapter 26)
- Read Chapter 26
- View *Conan Prayer to Crom* (Before Chapter 27)
- View *Excalibur (1981) Trailer* (Before Chapter 27)
- View *Rush - Tom Sawyer* (Before Chapter 27)
- Read Chapter 27
- Complete Quick Check Chapters 26-27
- Complete Vocabulary Chapters 24-27
- Complete Inferencing packet
- Complete Chapter Questions
- Chapters 23-27 Test

Assessments:

- **Diagnostic:**
 - Benchmark as per district plan
 - 8th grade PSSA data
- **Formative:**
 - Quick Check Chapter 23
 - Quick Check Chapters 24-25
 - Quick Check Chapters 26-27
 - www.socrative.com – self-grading assessments
- **Summative:**
 - Chapters 23-27 Test

Extensions:

- Research the following references in the novel
 - *Cowboy Bebop* (TV Show)

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- Philip K. Dick (Real People)
- Pepsi Challenge (Real World Item/Event)
- Play-doh (Read World Item/Event)
- Kobayashi Maru (Fictional Event)
- *Rush* (Band)

Correctives:

- Audio version of novel

Materials and Resources:

- *Willy Wonka And The Chocolate Factory - Official Trailer (1971)*
<https://www.youtube.com/watch?v=2cBja3AbahY>
- *Electric Company - Slip Him Some Skin*
<https://www.youtube.com/watch?v=15zDGOZURKU>
- *The Legend of Masamune and Muramasa (Mythology Monday)*
<https://www.youtube.com/watch?v=zIghY3XXJ5M>
- *The Lightsaber- 10 Things You Didn't Know!*
<https://www.youtube.com/watch?v=OxuvGljOHrc>
- *Black Tiger arcade - stage 1, 2 boss rush*
<https://www.youtube.com/watch?v=Zd6JYTXXTyU>
- *US Navy WW2 Benjamin Submarine Diving Alarm Horn*
https://www.youtube.com/watch?v=u95E__3TSN0
- *Sweded- The Voight-Kampff Test from Blade Runner (1982)*
https://www.youtube.com/watch?v=_pkUY-6YRtI
- *Conan Prayer to Crom*
<https://www.youtube.com/watch?v=RBM33VV5AMA>
- *Excalibur (1981) Trailer*
<https://www.youtube.com/watch?v=iSfh0pIAG38>
- *Rush - Tom Sawyer*
<https://www.youtube.com/watch?v=auLBLk4ibAk>
- Internet Access
- www.socrative.com
- Interactive notebook
- *Ready Player One Novel Guide* by Nancy Bruen
- *Ready Player One Reading Unit* by Donald C. Ivers III

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Unit: Chapters 28-33

Marking Period: 2

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:

CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:

L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:

L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:

15.3.12.C., 15.3.12.E., 15.3.12

Overview: Wade discovers that his tip has allowed Art3mis, Aech, and Shoto to clear the Second Gate. Upon entry to his apartment, the IOI credit police tear off Wade's haptic suit and cuff him. He is given a disposable grey jumpsuit to wear and then unceremoniously shoved into a transport truck with other indents. He signs his indenturement contract, is fitted with a security anklet, and is tagged with an ear OCT (observation and communications tag).

Goals: Students continue to improve their vocabulary. They will question the character's motivation, and try to make predictions as to what will happen next. Students will look for examples of figurative. They will continue to make inferences and draw conclusions as they read.

Objectives:

1. Student will continue to improve their vocabulary through context clues (DOK – Level 2)
2. Students will make inferences based on information in the text (DOK – Level 3)
3. Students will draw conclusions based on information in the text (DOK – Level 3)
4. Students will define simile (DOK – Level 1)
5. Students will look for examples of similes in the story (DOK – Level 3)
6. Students will identify irony (DOK – Level 1)
7. Students will look for examples of irony in the text (DOK – Level 3)

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Core Activities and Corresponding Instructional Methods:

- View *K Mart 1989 Muzak* (Before Chapter 28)
- View *Explorers Trailer* (Before Chapter 28)
- View *VINTAGE 80'S OREO COMMERCIAL W BEST FRIENDS* (Before Chapter 28)
- Annotate sections of the novel
- Read Chapter 28
- Identify the character's motivation
- Identify examples of similes
- Draw conclusions
- Identify irony
- View *THX 1138 (1971) Official Trailer - George Lucas, Robert Duvall Movie* (Before Chapter 29)
- Read Chapter 29
- Complete Quick Check Chapters 28-29
- Complete "Life Is A Game. This Is Your Strategy Guide"
- View *Brazil (1985) Official Trailer - Jonathan Pryce, Terry Gilliam Movie HD* (Before Chapter 30)
- View *Sam Lowry* (Before Chapter 30)
- View *The Origins of James Bond* (Before Chapter 30)
- Read Chapter 30
- View *Brazil (3-10) Movie CLIP - Harry Tuttle, Heating Engineer (1985) HD* (Before Chapter 31)
- Read Chapter 31
- Complete Quick Check Chapters 30-31
- Complete Vocabulary Chapters 28-31
- Complete Inferencing packet
- View *Schoolhouse Rock- Multiplication - Three Is a Magic Number Music Video* (Before Chapter 32)
- View *History of Adamantium!* (Before Chapter 32)
- Read Chapter 32
- View *We Are Here- The Pale Blue Dot HD* (Before Chapter 33)
- View *Jetlag Productions' Hercules - -Never Give Up-* (Before Chapter 33)
- View *Tron (1982) – Trailer*
- Read Chapter 33
- Complete Quick Check Chapters 32-33
- Complete "Pimp Yo Ride!"
- Complete Chapter Questions

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- Chapters 28-33 Test

Assessments:

- **Diagnostic:**
 - Benchmark as per district plan
 - 8th grade PSSA data
- **Formative:**
 - Quick Check Chapters 28-29
 - Quick Check Chapters 30-31
 - Quick Check Chapters 32-33
 - www.socrative.com – self-grading assessments
- **Summative:**
 - Chapters 28-33 Test

Extensions:

- Research the following references in the novel
 - *Explorers* 1985 (Movie)
 - Cliffnotes (Real World Item)
 - Harry Tuttle (Fictional Character)
 - *Big Trouble In Little China* (Movie)
 - Muzak (Real World Item)
 - Crom (Fictional Character)

Correctives:

- Audio version of novel

Materials and Resources:

- *K Mart 1989 Muzak*
<https://www.youtube.com/watch?v=QO8IUjRtxas>
- *Explorers Trailer*
- *VINTAGE 80'S OREO COMMERCIAL W BEST FRIENDS*
https://www.youtube.com/watch?v=B-auVltB_hM
- *THX 1138 (1971) Official Trailer - George Lucas, Robert Duvall Movie*
https://www.youtube.com/watch?v=rO99j_Ty4Hc
- *Brazil (1985) Official Trailer - Jonathan Pryce, Terry Gilliam Movie HD*
https://www.youtube.com/watch?v=ZKPFC8DA9_8
- *Sam Lowry*
<https://www.youtube.com/watch?v=fKRV40LZSuY>
- *The Origins of James Bond*

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- <https://www.youtube.com/watch?v=8iFSPuJc1sY>
- *Brazil (3-10) Movie CLIP - Harry Tuttle, Heating Engineer (1985) HD*
https://www.youtube.com/watch?v=dht_3NziwSw
 - *Schoolhouse Rock- Multiplication - Three Is a Magic Number Music Video*
<https://www.youtube.com/watch?v=n2cjiP1mh48>
 - *History of Adamantium!*
<https://www.youtube.com/watch?v=91RTXz73do0>
 - *We Are Here- The Pale Blue Dot HD*
<https://www.youtube.com/watch?v=3i2y4sEQpRI>
 - *Jetlag Productions' Hercules - -Never Give Up-*
<https://www.youtube.com/watch?v=MY-XwTI9sGs>
 - *Tron (1982) – Trailer*
https://www.youtube.com/watch?v=_ReyhCkn9Bg
<https://www.youtube.com/watch?v=lAcYUt2QbAo>
 - Internet Access
 - www.socrative.com
 - Interactive notebook
 - *Ready Player One Novel Guide* by Nancy Bruen
 - *Ready Player One Reading Unit* by Donald C. Ivers III

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Unit: Chapters 34-39

Marking Period: 2

Standard(s): Pennsylvania Core Standards, Keystone Assessment Anchors, Keystone Eligible Content

PA Core Standards / Eligible Content Covered:

CC.1.3.9-10. A, B, C, D, E, F, I, J, K CC.1.4.9-10.A, B, D, F, H, S

Keystone Assessment Anchors:

L.F. 1.1, L.F.1.2., L.F.1.3, L.F. 2.1, L.F.2.3, L.F.2.4, L.F.2.5

Keystone Eligible Content:

L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1

PA Information Technology Standards:

15.3.12.C., 15.3.12.E., 15.3.12

Overview: The climax of the story takes place when all of Wade’s allies are killed. From that point, tension diminishes and the conflict is resolved. In the end, Wade solves the mystery.

Goals: Students continue to annotate sections of the text. The setting shifts again, and the students are able to recognize that shift. The students are able to identify the climax of story and see that the story is starting to unwind. Students will realize that there are a number of themes, and they will identify examples of symbolism.

Objectives:

1. Student will continue to improve their vocabulary through context clues (DOK – Level 2)
2. Students will make inferences based on information in the text (DOK – Level 3)
3. Students will draw conclusions based on information in the text (DOK – Level 3)
4. Students will continue to annotate text (DOK – Level 1)
5. Students will identify a shift in the setting (DOK – Level 2)
6. Students will define symbolism (DOK – Level 1)
7. Students will identify examples of symbolism (DOK – Level 3)
8. Students will define theme (DOK – Level 1)
9. Students will analyze different themes (DOK – Level 3)
10. Students will identify the climax of the story (DOK – Level 2)
11. Students will identify events in the falling action of the story (DOK – Level 2)

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12. Students will identify the resolution of the story (DOK – Level 2)

Core Activities and Corresponding Instructional Methods:

- View *Godzilla vs Mechagodzilla I* (Before Chapter 34)
- View *Every "I have a bad feeling" in Star Wars* (Before Chapter 34)
- View *Voltron Opener* (Before Chapter 34)
- Annotate sections of the novel
- Read Chapter 34
- Identify the setting shift
- Draw conclusions
- Identify examples of symbolism
- Explore possible themes of the novel
- Identify the climax of the novel
- Identify the events in the falling action
- Identify the resolution
- View *Ultraman vs Ultraman Jack vs Ultraman Dyna* (Before Chapter 35)
- Read Chapter 35
- Complete Quick Check Chapters 34-35
- Complete Vocabulary packet Chapters 32-35
- Complete Inferencing packet
- View *Wile E. Coyote Falls Off Cliff* (Before Chapter 36)
- View *Converse Chuck Taylor All Star - Made by You* (Before Chapter 36)
- Read Chapter 36
- View *Monty Python and the Holy Grail*
- View *Q-bert (Arcade, 1982) Feat. Mike Matei - Video Game Years History* (Before Chapter 37)
- View *ColecoVision - -The Arcade Experience- Commercial, 1982* (Before Chapter 37)
- Read Chapter 37
- Complete Quick Check Chapters 36-37
- Read Chapter 38
- Read Chapter 39
- Complete Quick Check Chapters 38-39
- Complete Chapters 36-39 Vocabulary packet
- Complete Inferencing packet
- Complete Chapter Questions
- Chapters 34-39 Test
- Compare and contrast the novel and the movie

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Assessments:

- **Diagnostic:**
 - Benchmark as per district plan
 - 8th grade PSSA data
- **Formative:**
 - Quick Check Chapters 34-35
 - Quick Check Chapters 36-37
 - Quick Check Chapters 38-39
 - www.socrative.com – self-grading assessments
- **Summative:**
 - Chapters 34-39 Test

Extensions:

- Research the following references in the novel:
 - Quake (Video Game)
 - Tolkien (Real People)
 - Commodore 64 (Real World Item)
 - Reindeer Flotilla (Artifact)
 - Marveller (Artifact)
 - “Dirty Deeds Done Dirt Cheap” (Song)
 - Rivendell (Fictional Place)
- Research the following references in the novel:
 - *Red Dawn* (Movie)
 - Eight-Track Tape Player (Real World Item)
 - “Twilight Zone” (TV Show)
 - Mechagodzilla/Kiryu (Fictional Character)
 - Comlink (Artifact)
 - Tempest (Video Game)
- GUNSHIP - Art3mis & Parzival
<https://www.youtube.com/watch?v=WQaH3lh-CA4>
- Rp1 Thug Notes
- <https://www.youtube.com/watch?v=0reVkJ1mAo>
- Explaining and History D&D
<https://www.youtube.com/watch?v=Hey2YUx2aI4>
<https://www.youtube.com/watch?v=CqzJfpQ3-Fg>
- Ready Player One Movie Trailer
<https://www.youtube.com/watch?v=cSp1dM2Vj48>

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- Egg project
 - How to Make Ukrainian Easter Eggs
 - <https://www.youtube.com/watch?v=NuAG86mT9SM>
 - How to Make a Ukrainian Easter Egg
 - <https://www.youtube.com/watch?v=tBjhSDGJS3o>
- View *Ready Player One* Movie

Correctives:

- Audio version of novel

Materials and Resources:

- *Godzilla vs Mechagodzilla I*
<https://www.youtube.com/watch?v=JmlXRA9VGJ4>
- *Every "I have a bad feeling" in Star Wars*
<https://www.youtube.com/watch?v=tsXEToflqGs>
- *Voltron Opener*
<https://www.youtube.com/watch?v=1uS5b8aQ6z8>
- *Ultraman vs Ultraman Jack vs Ultraman Dyna*
<https://www.youtube.com/watch?v=RNNL21Azh3w>
- *Wile E. Coyote Falls Off Cliff*
https://www.youtube.com/watch?v=Gq_bjaI0NTo
- *Converse Chuck Taylor All Star - Made by You*
<https://www.youtube.com/watch?v=n2CCz4x2xGE>
- *Monty Python and the Holy Grail*
<https://www.youtube.com/watch?v=LG1PlkURjxE>
<https://www.youtube.com/watch?v=RG1P8MQS1cU>
- *Q-bert (Arcade, 1982) Feat. Mike Matei - Video Game Years History*
<https://www.youtube.com/watch?v=mmrfPinH0kQ>
- *ColecoVision - -The Arcade Experience- (Commercial, 1982)*
<https://www.youtube.com/watch?v=5lOT1f81Rao>
- Internet Access
- www.socrative.com
- Interactive notebook
- *Ready Player One Novel Guide* by Nancy Bruen
- *Ready Player One Reading Unit* by Donald C. Ivers III

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Appendix

PA Core Standards and PA Academic Standards:

CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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 author's explicit assumptions and beliefs about the subject.

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.

CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view

CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in text. CC.1.2.9-10H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

CC.1.2.9-10.J Acquire and use accurately general 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. CC.1.2.9-10.K determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.9-10.L read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.9-10.A 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.

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.

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CC.1.3.9-10.B Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9-10.C Determine a theme or central idea of a text and analyze in details 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.

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. CC.1.3.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.

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.

CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts. 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. 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. CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of Strategies and tools.

CC.1.3.9-10.J Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related works.

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

CC.1.4.9-10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9-10.B Write a sharp distinct focus identifying topic, task, and audience. CC.1.4.9-10.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 section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

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Keystone Assessment Anchors:

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. 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. Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements. L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

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 in vocabulary in literature.

L.N.1.3 Use appropriate strategies to comprehend literature during the reading process. 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 interpret and analyze the universal significance of literary fiction. L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

Keystone Eligible Content:

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 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.

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-

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meaning, or ambiguous words.

L.F.1.2.4 Draw conclusions about connotations of words.

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 fictional text, in part or as a whole. 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.

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 nonfiction.

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.

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 or speaker

- the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional 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

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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

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

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.

LN .1.1.1 Identify and/or analyze the author's intended purpose of a text

LN.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's purpose

LN...1.1.3 Analyze, interpret, and evaluate how the authors use techniques and elements of nonfiction to effectively communicate an idea or concept

LN.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader

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.

L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

LN.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole

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LN.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another

LN.2.1.1 Make inferences and/or draw conclusions based on analysis of a text

LN.2.1.2 Cite evidence from text to support generalizations

L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. 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

LN.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction.

LN.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction.

LN.2.3.3. Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction

L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction.

LN.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction

LN.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction

L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts

LN.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions

LN.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts

LN.2.4.4 Make connections between a text and the content of graphics and charts LN.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts

LN.2.5.1 Differentiate between fact and opinion

LN.2.5.2 Explain, interpret, describe, and/or analyze the use of fact and opinions in a text

LN.2.5.3 Distinguish essential from nonessential information

LN.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text

LN.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfiction text

LN.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

PA Information Technology Standards:

http://static.pdesas.org/content/documents/BCIT_standards.pdf

Primary Textbook(s) Used for this Course of Instruction

Name of Novel: *Ready Player One* – Written by Ernest Cline

Novel ISBN #: 978-0-307-88744-8

Novel Publisher & Year of Publication: Broadway Books 2011

Curriculum Novel is utilized in Literacy 1

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Checklist to Complete and Submit:
(Scan and email)

- _____ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.
- _____ The primary textbook form(s).
- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____

