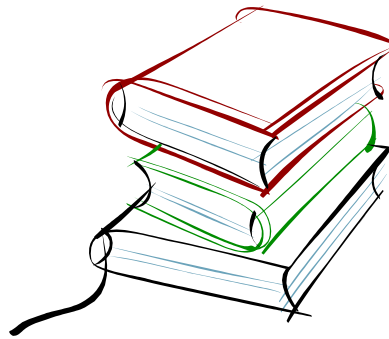


PARK RIDGE SCHOOL DISTRICT

Park Ridge, New Jersey



British Literature Curriculum Guide

Approved by Park Ridge Board of Education – August 2012

Language Arts Literacy Curriculum Guide

All 7-12 teachers participated in the Language Arts curriculum revision process days during the 2011 – 2012 school year, thereby affording opportunities for teachers to add their knowledge and professional experiences to the process. Teachers on the curriculum revision committee based the curriculum on the National Common Core Standards, teacher input and recommendations collected from collaboration efforts. The curriculum writing committee members will act as a resource for their department colleagues. Opportunities to discuss the curriculum implementation, teaching strategies, resources, as well as reflections and concerns will be provided during the 2012-13 school year.

I am grateful to the curriculum committee members for the many hours and expertise they devoted to writing this curriculum guide. The committee members are commended for their efforts and interest in providing the Park Ridge School District with a thorough curriculum that aligns with the National Common Core Standards for Language Arts Literacy.

According to the 2010 National Common Core Standards Initiative, “The Common Core Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With our students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.”

Cathy Timpone, Ed. D.

Director of Curriculum & Instruction

Language Arts Literacy Curriculum Guide

Grades 7-12 Curriculum Writing Committee:

Meredith McCamble revised:

Reading 7 Curriculum Guide

Michelle Muller revised:

English 7 Curriculum Guide

Melissa Quackenbush revised:

English 8, Reading 8, English 9, English 9 Honors Curriculum Guides

Stephanie Buckley revised:

Speech and Drama 7, Speech and Drama 8, American Literature, American Literature Honors, Express Yourself, Acting in Performing Arts I and II, Theatre and Dance, Public Speaking, and At The Movies Curriculum Guides

Maria Papadopoulas revised:

Children in Film, British Literature, Themes in world Literature
Creative Writing I, II, and III, Journalism I, II, III,
Pulp Fiction, and Freshman Focus

Christine Dow revised:

SAT Preparation for Reading and Writing

Maria Papadopoulos, High School Language Arts Literacy Supervisor

Administration:

Troy Lederman, Principal, Park Ridge High School
Dr. Cathy Timpone, Director of Curriculum and Instruction
Dr. Robert Gamper, Superintendent

Board Approval Date: August 27, 2012

PARK RIDGE SCHOOL DISTRICT
Park Ridge, NJ

ENGLISH DEPARTMENT, 2012-2013

CCOURSE TITLE/GRADE & SUBJECT: British Literature/ gr. 11 English

COURSE # 1410

PREREQUISITE: successful completion of English 10/American Literature

TIME ALLOCATION: one year – five days per week (44 minutes per day) – 5 credits

TEXTS:

<i>Literature and Language</i> (Purple Level)	McDougal-Littell
<i>Expository Writing</i>	EMC Publishing
<i>The Canterbury Tales</i>	Chaucer
<i>Hamlet</i>	Shakespeare
<i>Becket</i>	Anouilh
<i>Lion in Winter</i>	Goldman
<i>A Man for All Seasons</i>	Bolt
<i>Rime of the Ancient Mariner</i>	Coleridge
<i>Lord of the Flies</i>	Golding
<i>King Arthur and the Knights of the Round Table</i>	Green
<i>1984</i>	Orwell
<i>Brave New World</i>	Huxley
<i>Frankenstein</i>	Shelley
<i>Dr. Jekyll & Mr. Hyde</i>	Stevenson

(See units of study for additional supplementary titles/resources.)

COURSE PHILOSOPHY:

This college preparatory course emphasizes critical thinking skills to analyze major works of literature. Readings include works by Chaucer, Shakespeare, Golding, Orwell, Huxley, Coleridge, Wordsworth, and other major authors, with an emphasis on the British

literary tradition, its themes and characters. Students are challenged to explore the issues of humanity that are embodied within the texts and to make connections among the texts, themselves and the world. Students spend time viewing films that share common themes and ideas with the literary texts as they are expected to transfer the skills learned and employed in active reading to active viewing. Students also practice analyzing images as text. Students continue to experience vigorous skill building for mastery in the areas of expository, analytical and persuasive writing, close literary analysis and vocabulary acquisition in preparation for the HSPA and PSAT/SAT.

OVERARCHING ENDURING UNDERSTANDINGS:

- Reading:** Proficient readers use different strategies before, during, and after reading to construct meaning.
Effective communicators can employ sophisticated and appropriate vocabulary in written and oral expression.
Proficient readers use author perspective to comprehend character, setting, plot, and theme.
Active readers recognize recurring themes across literary texts.
Literary criticism can enhance and extend meaning.
Effective readers employ knowledge of literary techniques and elements to analyze text.
Author study allows readers to deepen their understanding and appreciation of style, purpose, and perspective.
Effective researchers access information and evaluate sources purposefully.
- Writing:** Successful writers implement the writing process to ensure organization, clarity, and coherence of thoughts.
Successful writers understand the importance of tone, authenticity, focus, and supporting details to engage and influence readers.
Successful writers can employ the most effective writing forms depending on their purpose for writing.
Effective writers engage readers by using a variety of techniques to enhance meaning and purpose.
Mastery of standard English conventions facilitate clarity of writing and establish a common discourse.
- Speaking:** Oral language is a powerful tool for communicating, thinking, and learning.
Discussions have various purposes and formats and allow individuals to develop a position and acknowledge opposing views.
The questioning of ideas, viewpoints, and opinions allows for clarification, illustration, definition, and elaboration.
Successful oral presentations serve various purposes, requires varied organizational and delivery strategies, and necessitate audience feedback and self-assessment.
- Listening:** Effective communicators can use listening skills to understand the ideas being communicated by others.
- Viewing:** Media literacy provides students with a framework for understanding and critically thinking about media in their world

as a basis for communication.

Different media (i.e. text, film, video, television, theatrical performance) require different analytical strategies for viewers to effectively construct meaning.

Critical thinkers must be able to evaluate the purpose and the validity of media in their lives since Media products express the values of the culture that produced them.

Technology: A variety of technology resources can be used to access, manipulate, and present information.
Effective readers, writers, speakers, and viewers can use varied technologies to enhance their learning.

21st Century

Life Skills: The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
Gathering and evaluating knowledge and information from a variety of sources fosters creativity and innovative thinking.
Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
Ethical behaviors support human rights and dignity in all aspects of life.

The Arts: Cultural and historical events impact art-making as well as how audiences respond to works of art.
Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
Recognition of fundamental elements within various arts disciplines is dependent on the ability to decipher cultural implications embedded in artworks.

OVERARCHING ESSENTIAL QUESTIONS:

Why is literacy important?

Why do we read?

How does literature reflect the values of culture?

How does literature transform a reader?

Why do we write?

How do writers improve expression?

How does writing capture and transform culture?

What can we learn about ourselves and the world from reading literature?
How do effective readers respond to and analyze text?
How do effective writers engage audiences and communicate ideas logically and ethically?
What does effective communication look like?
Why is effective communication important?
How does the historical context of a text impact one's understanding of character, setting, plot, symbol, conflict, and theme?
How do filmmakers take creative license with text?
How are works of art and literature appreciated as expressions of truth?
How is our understanding of culture, society, and ourselves constructed through and by language?
How do language and media influence the way we think, act, and perceive the world?
How can we express ourselves through writing and speaking?
How does technology enhance communication and access to information?
How does art reflect the values and experiences of a particular group or time period?
How are art, history and literature interconnected?
How do we "read" and make meaning of art?

TABLE OF CONTENTS:

UNIT 1 Understanding Culture: How Values, Beliefs and Society Impact Personal Development

UNIT 2 Utopia and Dystopia in Literature

UNIT 3 Exploring Dilemma: Decisions, Actions and Consequences

UNIT 4 Heroes and Anti-heroes

UNIT 5 Genre Study: Poetry

UNIT 6 Irony and Satire in Literature

UNIT 7 Writing: Responding to/Analyzing Literature

UNIT 8 Writing & Test Preparedness—the HSPA & SAT

UNIT ONE: UNDERSTANDING CULTURE—HOW VALUES, BELIEFS AND SOCIETY IMPACT PERSONAL DEVELOPMENT

UNIT SUMMARY:

Literature illustrates the importance of finding purpose in our lives; therefore, the texts featured in this unit highlight the interrelationship between society and the individual. In life, personal development is an ongoing process; as individuals encounter various experiences, their sense of Self, their beliefs and values, their connections to others are affirmed and/or challenged. The texts in this unit feature characters who encounter unique circumstances. Students will be able to use them as mirrors with which to better understand their own selves and their roles in society. Along the way, students will have to consider the importance of honor and integrity in terms of personal worth; to differentiate between personal relationships and professional relationships and issues that can arise when the two mix; to understand how a conquered society finds ways to survive in an oppressive environment; to recognize the differences between civilized and savage behavior; and to reflect on the nature of man and society. Such literary devices as symbolism, allegory, and irony will be reinforced. Finally, consideration will be given to how literature can both entertain and instruct, and why authors chose to write.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures
- Understanding the role of the economy in society
- Demonstrate knowledge and understanding of society's impact on the natural world

STANDARDS

READING LITERATURE

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- RL.11-12.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3.** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.11-12.5.** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6.** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- RL.11-12.7.** Analyze multiple interpretations 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.)
- RL.11-12.10.** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING INFORMATIONAL TEXT

- RI.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text
- RI.11-12.5.** 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.
- RI.11-12.6.** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7.** 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.
- RI.11-12.10.** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

WRITING

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. 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.
- c. 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.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop 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.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use 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 (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or

characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. 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.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.

W.11-12.8. 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 overreliance on any one source and following a standard format for citation.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. 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.

EDUCATIONAL TECHNOLOGY STANDARD

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

HISTORY OF THE ARTS AND CULTURE STANDARD

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance,

music, theatre, and visual art.

1.4.12.A.2 Speculate on the artist's intent

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

UNIT ESSENTIAL QUESTIONS:

- How do individuals develop values and beliefs?
- Why do we need beliefs and values?
- What factors shape our values and beliefs?
- How do values and beliefs change over time?
- What happens when the belief systems of societies and individuals come into conflict?
- When is it appropriate to challenge the beliefs or values of society?
- Are there universal characteristics of belief systems that are common across people, cultures, and time?
- To what extent do belief systems shape and/or reflect culture and society?
- How do beliefs, ethics or values influence different people's behavior?
- Is human kind inherently good or evil?
- Have the forces of good and evil changed over time? If so, how?
- How can civilization mask natural savage instincts within people?
- How do we define honor?
- How do we maintain our sense of self and keep goals in mind when life takes unexpected turns?
- How do we find balance in a relationship that is both personal and professional?
- What do individuals overcome adversity?
- How do we rid ourselves of guilt and remorse when we consciously hurt others?
- Who is responsible for the end of the friendship?
- How can true leaders lead by examples of their values and beliefs?
- How can allegories convey truths about human nature through

UNIT ENDURING UNDERSTANDINGS:

- Values and beliefs are ascribed upon individuals by society.
- Values and beliefs provide common bonds for members of a social group.
- Most social institutions change slowly and expect individuals to assimilate into them.
- Often in history, individuals conform to social institutions rather than social institutions conforming to individuals.
- Often in history, individuals have challenge the beliefs or values of a society when their personal rights have been threatened and/or limited.
- Social values and beliefs often define acceptable/expected behavior.
- Individuals need values and beliefs in order to be content with oneself and survive in society.
- Conflict occurs when values and beliefs of individual and systems of societies disagree.
- The nature of man, his inherent goodness or evilness, has been debated over time.
- External forces can impact man either positively or negatively.
- Honor is a positive trait admired by society.
- An individual's true human nature arises in environments where he/she feels insecure.
- Individuals overcome adversity through social, emotional, mental, physical and/or spiritual strength.
- Guilt is an emotional, moral, and spiritual burden that is difficult to overcome.
- Balancing public and private/ personal and professional relationships is challenging and requires individuals to possess calm, resolve, diplomacy, and integrity.

<ul style="list-style-type: none"> ▪ symbolism and figurative language? ▪ How do people deal with conflicts of personal desires over the good of the group and/or another individual? ▪ What truths do allegories portray about human nature? 	<ul style="list-style-type: none"> ▪ Reconciliation for ill behavior is a challenging process. ▪ Effective leadership is formed through group organization, authenticity, diplomacy and integrity. ▪ When personal desires come in conflict with the good of the group, personal sacrifice is often needed. ▪ Allegories provide symbolic commentary on social institutions and human nature.
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TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
7 weeks	Knowledge of... <ul style="list-style-type: none"> ▪ Elements of plot/story development: <ul style="list-style-type: none"> ▪ Setting ▪ Characters ▪ Plot: <ul style="list-style-type: none"> ▪ <i>Exposition</i>—introduces the characters, setting, and mood ▪ <i>Rising action</i>—introduces the conflict ▪ <i>Conflict</i>—the main character’s problem, which may be internal (e.g., guilt, greed) or external (e.g., poverty, an accident) ▪ <i>Climax</i>—the moment of greatest emotion; the turning point of the story when the conflict begins to be resolved ▪ <i>Falling action</i>—the events following the climax but before the resolution ▪ <i>Resolution</i>—how the conflict ends 	<ul style="list-style-type: none"> ▪ Employ a variety of active reading strategies to read for comprehension: <ul style="list-style-type: none"> ▪ Call up prior knowledge ▪ Preview title, text structure, vocabulary, author background ▪ Annotate while reading ▪ Use Essential Questions to inform one’s reading ▪ Use visual clues to inform one’s reading ▪ Question while reading ▪ Make predictions ▪ Make inferences ▪ Draw on prior experience, interactions with other readers and writers, knowledge of word meaning and of other texts, word identification strategies, and understanding of textual features (e.g., sound–letter correspondence, sentence 	<ul style="list-style-type: none"> ▪ Formative Assessments ▪ Completion of reading comprehension questions – multiple choice and short answer; double-entry logs; graphic organizers; Do Now’s/Exit Slips ▪ Responses to open-ended questions that offer analysis and interpretation of details related to texts/EQs featured in the unit ▪ Engagement in discussion through Literature Circles and Socratic Seminars. ▪ Participation in role-playing and/or Reader’s Theatre. ▪ Summative Assessments ▪ Quizzes – on reading, vocabulary, grammar/mechanics/usage, etc. ▪ Unit Test ▪ Essays– 1) literary analysis (multiple text comparison essay and/or analysis of theme); 2) argumentative/expository essay about the nature of man,

	<ul style="list-style-type: none"> ▪ writing strategies and different writing process elements ▪ active reading strategies ▪ figurative language/ literary & rhetorical devices ▪ the conventions of grammar MLA citation format ▪ historical/biographical information related to authors & their craft ▪ strategies for film study <p>Unit Specific Terminology:</p> <p>Historical background: the changing cultural values that drove early British history symbolism allegory irony—verbal, situational, dramatic social satire folly vs. vice civilization characteristics of good leadership Christ figure historical drama dilemma conflict—external/internal internal monologue parody civilized vs. savage; reason vs. brute force persona poem</p>	<p>structure, context, graphics).</p> <ul style="list-style-type: none"> ▪ Connect prior knowledge to new knowledge ▪ Connect new information to self and world <ul style="list-style-type: none"> ▪ Read a wide range of literature to build an understanding of the many dimensions of human experience. ▪ Apply a wide range of strategies to interpret, evaluate, and appreciate texts. ▪ Identify symbols and allegory in <i>Lord of the Flies</i> ▪ Recognize and analyze irony ▪ Recognize the folly and vice of characters in <i>The Canterbury Tales</i> and consider author’s purpose for employing irony for social satire ▪ Identify Christ symbolism ▪ Recognize the motives for a character’s action ▪ Recognize indirect and direct methods of characterization as a means to analyze character ▪ Understand the purpose of stage direction in a play script ▪ Recognize the importance of foreshadowing to enhance meaning in a story ▪ Analyze texts from a variety of perspectives—reader response, author’s purpose/craft, use of literary/rhetorical elements ▪ Employ a wide range of strategies and the writing process to generate 	<p>personal sacrifice and life in 21st century</p> <ul style="list-style-type: none"> ▪ Performance Tasks—1) Present an oral character analysis with partners ; 2) Debate the actions of characters ▪ Creative Writing Project/Style Emulation—1) a persona poem in the style of Chaucer; 2) a descriptive character sketch in prose that reflects Chaucer’s social satire; 3) draft an epilogue to <i>Lord of the Flies</i> from the pov of a survivor (Ralph, Jack, SamEric, Roger, or any of the unnamed Littluns or Biguns)
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		<p>clear, insightful and well-written text</p> <ul style="list-style-type: none"> ▪ Use different writing process elements appropriately to communicate with different audiences for a variety of purposes. ▪ Conduct research to expand knowledge and provide evidence ▪ Integrate a variety of sources into one’s writing by citing strong textual evidence ▪ Use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge. ▪ Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. ▪ Use spoken, written, and visual language to accomplish one’s own purposes 	
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TEACHER RESOURCES	TEACHER NOTES/REFLECTIONS
<p>Novel</p> <ul style="list-style-type: none"> ▪ <i>Lord of the Flies</i> (William Golding) <p>Short Story</p> <ul style="list-style-type: none"> ▪ “The Destructors” (Graham Greene) http://100mudcats.files.wordpress.com/2012/03/destructors.pdf ▪ “Green Gulch” (Loren Eiseley) http://www.iacademy.org/alpsreading/readings/GreenGulch.html ▪ “The Rocking Horse Winner” (D. H. Lawrence, 731-745 in lit textbook) ▪ “Federico’s Falcon” from <i>The Decameron</i> (Giovanni Boccaccio, 239-247 in lit textbook) 	

Autobiography

- From *Kaffir Boy* (825-835 in lit textbook)

Nonfiction

- “*Why Boys Become Vicious*” (William Golding)

Art

- Medieval English Cathedrals
[Exeter Cathedral](#)
[Salisbury Cathedral](#)
[Canterbury Cathedral](#)
- Medieval Manuscripts (This site provides access to virtual copies of Medieval and Renaissance manuscripts. Using the mouse, you can turn the pages of books from centuries ago)
<http://www.bl.uk/onlinegallery/ttp/tpbooks.html>

Poetry

- *The Canterbury Tales* (Geoffrey Chaucer)

Drama

- *Becket or the Honor of God* (Jean Anouilh)
- *Lion in Winter* (James Goldman)
- *A Man for All Seasons* (John Bolt)

Weblinks

- BBC—Historical Figures—Thomas Becket
http://www.bbc.co.uk/history/historic_figures/becket_thomas.shtml
- BBC—Historical Figures—Henry II
http://www.bbc.co.uk/history/historic_figures/henry_ii_king.shtml
- BBC Resources—William Golding
http://www.bbc.co.uk/search/william_golding
- The Chaucer Metapage
<http://englishcomplit.unc.edu/chaucer/>
- The Middle Ages: A list of useful names, dates, literary figures, symbols, and critical terms
<http://condor.depaul.edu/dsimpson/tlove/middleages.html>
- Chivalry and Courtly Love
<http://condor.depaul.edu/dsimpson/tlove/courtlylove.html>
- The Medieval Sourcebook

<http://www.fordham.edu/halsall/sbook.asp>

- Tudor England <http://tudorhistory.org/>
- Sir Thomas More <http://www.luminarium.org/renlit/tmore.htm>
- BBC—Historical Figures—Henry VIII
http://www.bbc.co.uk/history/historic_figures/henry_viii_king.shtml

Films

- *Becket* (Directed by Peter Glenville, 1964)
- *Lion in Winter* (Directed by Anthony Harvey, 1969; TV movie Directed by Andrey Konchalovskiy & starring Patrick Stewart, 2003)
- *A Man for All Seasons* (Directed by Fred Zinnemann, 1966)
- *Canterbury Tales* (videos)

Instructional Resources

- *Lord of the Flies*: Curriculum Unit (The Center for Learning)
- *The Canterbury Tales*: Curriculum Unit (The Center for Learning)
- *A Man for All Seasons*: Curriculum Unit (The Center for Learning)

Laptops

GoogleDocs

Microsoft PowerPoint or SmartBoard software

LCD projector or SmartBoard

UNIT TWO: UTOPIA AND DYSTOPIA IN LITERATURE

UNIT SUMMARY:

In this unit students will apply their previous understanding of the dynamics of the individual and society, values and beliefs, to a consideration of utopia and dystopia. The major texts featured in this unit, *1984* and *Brave New World*, were compelling reads for their original audiences and provided commentary on futuristic society. Contemporary life *is* that futuristic society, in many ways. Therefore, as part of their learning, students will be expected to compare the visions of the authors with the realities of their own lives.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures

STANDARDS

READING LITERATURE

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or

beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. Analyze multiple interpretations 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.)

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING INFORMATIONAL TEXT

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

RI.11-12.5. 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.

RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. 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.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

WRITING

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. 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.

- c. 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.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop 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.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use 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 (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. 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.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.

W.11-12.8. 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 overreliance on any one source and following a standard format for citation.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. 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.

EDUCATIONAL TECHNOLOGY STANDARD

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

HISTORY OF THE ARTS AND CULTURE STANDARD

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Speculate on the artist's intent

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

<p>UNIT ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> ▪ How would we define a utopian society? ▪ Has the concept of utopia changed over time and/or across cultures or societies? ▪ What are the ideals (e.g., freedom, responsibility, justice, community, etc.) that should be honored in a utopian society? ▪ Why do people continue to pursue the concept of a utopian society? ▪ How do competing notions of what a utopian society should look like lead to conflict? ▪ What are the purposes and/or consequence of creating and/or maintaining a dystopian society? ▪ Is utopia attainable? At what cost would it be worth attaining? ▪ By attempting to eradicate disease and disfigurement, are we moving toward or away from utopia? 	<p>UNIT ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ▪ Throughout the centuries, individuals have used their imaginations to envision and define utopian society; definitions vary. ▪ Utopian worlds often reflect the values and ideals of its “creator”. ▪ Individuals have pursued utopian society because of their inherent idealism and optimism for man’s capacity to create something pure and good. ▪ Often, dystopian societies are the consequence of disorder, chaos, destruction, violence, and/or the oppression of individualism. ▪ Dystopian societies provide power to a limited few and demand conformity from many. ▪ Whether or not utopia is attainable is an ongoing debate. ▪ Attempts to eradicate weakness, i.e. through genetic engineering, plastic surgery, etc, reflects both society’s desire to pursuing utopia and society’s potential to degenerate into dystopia.
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TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
7 weeks	Knowledge of... <ul style="list-style-type: none"> ▪ Elements of plot/story development: <ul style="list-style-type: none"> ▪ Setting ▪ Characters ▪ Plot: <ul style="list-style-type: none"> ▪ <i>Exposition</i>—introduces the characters, setting, and mood ▪ <i>Rising action</i>—introduces the conflict ▪ <i>Conflict</i>—the main character’s problem, which may be internal (e.g., guilt, greed) or external (e.g., 	<ul style="list-style-type: none"> ▪ Employ a variety of active reading strategies to read for comprehension: <ul style="list-style-type: none"> ▪ Call up prior knowledge ▪ Preview title, text structure, vocabulary, author background ▪ Annotate while reading ▪ Use Essential Questions to inform one’s reading ▪ Use visual clues to inform one’s reading ▪ Question while reading ▪ Make predictions 	<ul style="list-style-type: none"> ▪ Formative Assessments ▪ Completion of reading comprehension questions – multiple choice and short answer; double-entry logs; graphic organizers; Do Now’s/Exit Slips ▪ Responses to open-ended questions that offer analysis and interpretation of details related to texts/EQs featured in the unit ▪ Engagement in discussion through Literature Circles and Socratic Seminars. ▪ Participation in role-playing and/or

	<p>poverty, an accident)</p> <ul style="list-style-type: none"> ▪ <i>Climax</i>—the moment of greatest emotion; the turning point of the story when the conflict begins to be resolved ▪ <i>Falling action</i>—the events following the climax but before the resolution ▪ <i>Resolution</i>—how the conflict ends <ul style="list-style-type: none"> ▪ writing strategies and different writing process elements ▪ active reading strategies ▪ figurative language/ literary & rhetorical devices ▪ the conventions of grammar MLA citation format ▪ historical/biographical information related to authors & their craft ▪ strategies for film study <p>Unit Specific Terminology:</p> <ul style="list-style-type: none"> ▪ Persuasion and three types of Appeal: <ul style="list-style-type: none"> ▪ Emotion (pathos) ▪ Logic (logos) ▪ Ethics (ethos) ▪ Propaganda Techniques – name calling, glittering generalities, transfer, false analogy, plain folks, card stacking, bandwagon, testimonial, either/or fallacy, and faulty cause and effect ▪ Errors of Faulty Logic – contradiction, accident, false cause, 	<ul style="list-style-type: none"> ▪ Make inferences ▪ Draw on prior experience, interactions with other readers and writers, knowledge of word meaning and of other texts, word identification strategies, and understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics). ▪ Connect prior knowledge to new knowledge ▪ Connect new information to self and world <ul style="list-style-type: none"> ▪ Read a wide range of literature to build an understanding of the many dimensions of human experience. ▪ Apply a wide range of strategies to interpret, evaluate, and appreciate texts. ▪ Analyze texts from a variety of perspectives—reader response, author’s purpose/craft, use of literary/rhetorical elements ▪ Employ a wide range of strategies and the writing process to generate clear, insightful and well-written text ▪ Use different writing process elements appropriately to communicate with different audiences for a variety of purposes. ▪ Conduct research to expand knowledge and provide evidence ▪ Integrate a variety of sources into 	<p>Reader’s Theatre.</p> <ul style="list-style-type: none"> ▪ Summative Assessments ▪ Quizzes – on reading, vocabulary, grammar/mechanics/usage, etc. ▪ Unit Test ▪ Essays– 1) literary analysis (multiple text comparison of characters, conflict and/or theme); 2) argumentative or expository commentary on Big Brother, technology, consumerism/materialism, pursuits of happiness and life in the 21st century; 3) research paper ▪ Creative Writing Project—Develop a revolution video ▪ Style Emulation—write an epilogue to the novel that extends the ideas of the original text but reflects life in the 21st century
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	<p>begging the question, evading the issue, arguing from ignorance, and composition and division</p> <ul style="list-style-type: none"> ▪ Errors of Attack – poisoning the well, ad hominem, and appealing to force ▪ Errors of Weak Reference – appeal to authority, appeal to the people, appeal to emotion 	<p>one’s writing by citing strong textual evidence</p> <ul style="list-style-type: none"> ▪ Use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge. ▪ Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. ▪ Use spoken, written, and visual language to accomplish one’s own purposes 	
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<p>TEACHER RESOURCES</p> <p>Anthology/Textbook</p> <ul style="list-style-type: none"> ▪ <i>Literature and Language: English and World Literature.</i> McDougal Littell, Illinois, 1994 <ul style="list-style-type: none"> ▪ excerpt from More’s <i>Utopia</i> (184-193 in lit textbook) ▪ excerpt from Swift’s <i>Gulliver’s Travels</i> (470-480 in lit textbook) <p>Novel</p> <ul style="list-style-type: none"> ▪ <i>1984</i> (George Orwell) ▪ <i>Brave New World</i> (Aldous Huxley) <p>Short Story</p> <ul style="list-style-type: none"> ▪ “Harrison Bergeron” (Kurt Vonneget) ▪ “All Summer in a Day” (Ray Bradbury) <p>Nonfiction related to <i>1984</i></p> <ul style="list-style-type: none"> ▪ “Subliminal Advertising” (John Leckenby) ▪ “The Packaged Soul?” (Vance Packard) ▪ “Hey, Teens: Your Parents Are Probably Checking Your Facebook” (Adam Ostrow) 	<p>TEACHER NOTES/REFLECTIONS</p> <p>NOTE: <i>Lord of the Flies</i> can be featured as part of this unit and/or be used as a transitional text between units of study.</p>
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- “Meet the Big Brother Screening Your Social Media for Employers” (Austin Car)
- “President Bush to Propose Internet Monitoring System” (Mark Berniker)
- “Internet monitoring plan threatens privacy” (SFGate.com)
- “U.S. Tries to Make It Easier to Wiretap the Internet” (Charlie Savage)
- “Official Push to Bolster Law on Wiretapping” (Charlie Savage)
- “Computers That See You and Keep Watch Over You” (Steve Lohr)
- “Pentagon Expanding Its Domestic Surveillance Activity: Fears of Post 9/11 Terrorism Spur Proposals for New Powers” (Walter Pincus)
- “Ethics in the Age of Digital Photography” (National Press Photographers Association)
- “Does the Technology of Orwell’s *1984* Really Exist?” (Rob Beschizza)
- “Simpler Terms; If It’s ‘Orwellian,’ It’s Probably Not” (Geoffrey Nunberg)

Nonfiction related to *Brave New World*

- “*Brave New World Revisited*” (Aldous Huxley 1958)
Huxley wrote an essay on his novel called “*Brave New World Revisited*”, in which he examines how society has advanced toward his horrid vision of the future.
- “Baby, It’s You! And You, and You...” (Nancy Gibbs et al. *Time*)
- Current Issues about Drug Use from www.theantidrug.com and www.drugabuse.gov
- “Spring Break Study Brings ‘Startling’ Results” (Bharath Josiam and George Smeaton)
- “Where do Babies Come From?” (Sara Corbett *New York Times Magazine*)

Book Review

- “When the Future Looked Brave and New” (James Campbell, *New*

York Times)

http://www.nytimes.com/2007/12/02/books/review/Campbell-t.html?_r=2&scp=2&sq=aldous+huxley&oref=slogin

Art

- Brave New World Heads
<http://brainstorm-services.com/wcu-2005/art/bravenewworld-heads.jpg>

Poetry

- “The World Is Too Much With Us; Late and Soon” (William Wordsworth)
- “The Lake Isle of Innisfree” (W. B. Yeats)
- “The Lady of Shallott” (Alfred, Lord Tennyson)
- “The Unknown Citizen” (W. H. Auden, 889-891 in lit textbook)

Songs

- “Brave New World” (Iron Maiden)
- “Brave New World” (Motorheads)

Weblinks

- Lesson Plans and Resources for Teaching *1984*
<http://www.webenglishteacher.com/1984-lesson-plans.html>
- Lesson Plans and Resources for Teaching *Brave New World*
<http://www.webenglishteacher.com/huxley.html>
- BBC—Historical Figures—George Orwell
http://www.bbc.co.uk/history/historic_figures/orwell_george.shtml
- George Orwell’s Library (online texts)
http://orwell.ru/library/index_en
- 1984: The Opera
<http://www.1984theopera.com/>

Film

- *1984* (directed by Michael Radford, 1984)
- Apple 1984 Commercial
<http://www.youtube.com/watch?v=R706isyDrqI>
- “The Eye of the Beholder.” (*The Twilight Zone* No. 42 by Rod Serling)
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Author’s Craft

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| <ul style="list-style-type: none">▪ “Why I Write” (essay by George Orwell)
http://orwell.ru/library/essays/wiw/english/e_wiw▪ Interview with Aldous Huxley
http://www.theparisreview.org/interviews/4698/the-art-of-fiction-no-24-aldous-huxley | |
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Laptops

GoogleDocs

Microsoft PowerPoint or SmartBoard software

LCD projector or SmartBoard

UNIT THREE: EXPLORING DILEMMA—DECISIONS, ACTIONS AND CONSEQUENCES

UNIT SUMMARY:

Dilemma is a universal experience that has challenged individuals throughout time. In this unit, students will explore dilemma through the decisions, actions and consequences of various literary characters crafted by the British master playwright, William Shakespeare. While *Hamlet* is the anchor text in this unit, additional texts have been identified for inclusion because they compliment the Shakespearean tragedy in style, theme, and/or cultural impact.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures

STANDARDS

READING LITERATURE

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. Analyze multiple interpretations 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.)

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING INFORMATIONAL TEXT

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

RI.11-12.5. 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.

RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. 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.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

WRITING

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. 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.
- c. 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.

- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop 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.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use 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 (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. 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.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.

W.11-12.8. 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 overreliance on any one source and following a standard format for citation.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*,

choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. 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.

EDUCATIONAL TECHNOLOGY STANDARD

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

HISTORY OF THE ARTS AND CULTURE STANDARD

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Speculate on the artist's intent

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

UNIT ESSENTIAL QUESTIONS:

- How does conflict influence an individual's decisions and actions
- What is the relationship between decisions and consequences?

UNIT ENDURING UNDERSTANDINGS:

- While some individuals avoid conflict, others thrive on it and cause it.

<ul style="list-style-type: none"> ▪ How do we know how to make good decisions? ▪ How can a person’s decisions and actions change his or her life? ▪ How do the decisions and actions of characters reveal their personalities? ▪ How does an individual’s point of view affect the way he/she deals with conflict and dilemma? ▪ How do decisions, actions and consequences vary depending on the different perspectives of the people involved? ▪ How common is the act of revenge in everyday life? ▪ Why do humans crave order in their everyday lives? ▪ When it comes to family, how do you define betrayal? ▪ How can we fix an almost unfixable situation? ▪ How do the ways we are treated influence our mental state? ▪ If we make mistakes in life that effect people, what must we do to make restitution? ▪ What can be the consequences of a hesitation to act? ▪ Why can we sometimes laugh during tense, sad, and not very funny situations in life? ▪ Are our lives dictated by a destiny/ fate? ▪ How does conflict lead to change? ▪ What do we gain as readers and humans from reading Shakespeare’s plays? ▪ How do contemporary readers/viewers find relevance in Shakespeare’s plays? 	<ul style="list-style-type: none"> ▪ Every decision bears some consequence. ▪ One’s perception of the world, one’s self and the situation that one finds oneself in all impact how an individual makes decisions and takes action. ▪ Throughout human history, revenge has been a human reaction to circumstances that have caused hurt and/or an offense. ▪ The determination to resolve conflict and challenging circumstances often motivates individuals, even when the situation may be deemed “unfixable”. ▪ Mental health is a fragile condition that can be enhanced or challenged by life circumstances and the actions of others. ▪ Hesitation to act can be both a benefit and a disadvantage depending on the circumstance. ▪ Individuals take action, sometimes with forethought and sometimes without thinking. ▪ Tense situations are complex experiences that lead some to laugh, some to cry, and some to not react at all. ▪ Human beings are social beings who both influence and are influenced by relationships and the decisions and actions of others. ▪ Conflict forces individuals to take action, often towards resolution. ▪ Shakespeare, as a master playwright, has garnered praise because his stories illustrate the universal experiences of human beings. ▪ In Shakespeare’s stories and through his characters, readers/views can gain insight into their own lives, feelings, relationships and challenges.
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TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
7 weeks	Knowledge of... <ul style="list-style-type: none"> ▪ Elements of plot/story development: <ul style="list-style-type: none"> ▪ Setting 	<ul style="list-style-type: none"> ▪ Employ a variety of active reading strategies to read for comprehension: <ul style="list-style-type: none"> ▪ Call up prior knowledge 	<ul style="list-style-type: none"> ▪ Formative Assessments ▪ Completion of reading comprehension questions – multiple choice and short

	<ul style="list-style-type: none"> ▪ Characters ▪ Plot: <ul style="list-style-type: none"> ▪ <i>Exposition</i>—introduces the characters, setting, and mood ▪ <i>Rising action</i>—introduces the conflict ▪ <i>Conflict</i>—the main character’s problem, which may be internal (e.g., guilt, greed) or external (e.g., poverty, an accident) ▪ <i>Climax</i>—the moment of greatest emotion; the turning point of the story when the conflict begins to be resolved ▪ <i>Falling action</i>—the events following the climax but before the resolution ▪ <i>Resolution</i>—how the conflict ends ▪ writing strategies and different writing process elements ▪ active reading strategies ▪ figurative language/ literary & rhetorical devices ▪ the conventions of grammar MLA citation format ▪ historical/biographical information related to authors & their craft ▪ strategies for film study <p>Unit Specific Terminology:</p> <ul style="list-style-type: none"> ▪ Historical background: the changing cultural values that drove 	<ul style="list-style-type: none"> ▪ Preview title, text structure, vocabulary, author background ▪ Annotate while reading ▪ Use Essential Questions to inform one’s reading ▪ Use visual clues to inform one’s reading ▪ Question while reading ▪ Make predictions ▪ Make inferences ▪ Draw on prior experience, interactions with other readers and writers, knowledge of word meaning and of other texts, word identification strategies, and understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics). ▪ Connect prior knowledge to new knowledge ▪ Connect new information to self and world <ul style="list-style-type: none"> ▪ Read a wide range of literature to build an understanding of the many dimensions of human experience. ▪ Apply a wide range of strategies to interpret, evaluate, and appreciate texts. ▪ Analyze texts from a variety of perspectives—reader response, author’s purpose/craft, use of literary/rhetorical elements 	<p>answer; double-entry logs; graphic organizers; Do Now’s/Exit Slips</p> <ul style="list-style-type: none"> ▪ Responses to open-ended questions that offer analysis and interpretation of details related to texts/EQs featured in the unit ▪ Engagement in discussion through Literature Circles and Socratic Seminars. ▪ Participation in role-playing and/or Reader’s Theatre. <ul style="list-style-type: none"> ▪ Summative Assessments ▪ Quizzes – on reading, vocabulary, grammar/mechanics/usage, etc. ▪ Unit Test ▪ Essays– 1) literary analysis (apply the elements of tragedy to <i>Hamlet</i>; compare/contrast <i>Hamlet</i> and <i>R&G are Dead</i>), 2) argumentative (what should Hamlet do?); 3) expository essay of definition ▪ Creative Writing Project--Students illustrate and analyze a character’s duplicitous nature through triptych assignment and character analysis essay. ▪ Style Emulation—Draft a soliloquy expressing a personal challenge and plan for resolution
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	<p>early British history.</p> <ul style="list-style-type: none"> ▪ Shakespeare’s view on the human experience, death, love, family values, greed, and revenge ▪ Poetic elements, including soliloquy and aside ▪ Elements of tragedy: <ul style="list-style-type: none"> ▪ Tragic hero ▪ Dilemma ▪ Flaw/hamartia ▪ Peripeteia ▪ Anagnorisis ▪ Catharsis 	<ul style="list-style-type: none"> ▪ Use connections (self-to-text, text-to-text, text-to-world) to enhance understanding of text ▪ Annotate text for clarity and meaning ▪ Understand Shakespeare’s language ▪ Apply word recognition strategies including context clues and decoding to determine unknown or multiple meaning of words ▪ Employ a wide range of strategies and the writing process to generate clear, insightful and well-written text ▪ Use different writing process elements appropriately to communicate with different audiences for a variety of purposes. ▪ Conduct research to expand knowledge and provide evidence ▪ Integrate a variety of sources into one’s writing by citing strong textual evidence ▪ Use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge. ▪ Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. ▪ Use spoken, written, and visual language to accomplish one’s own purposes 	
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TEACHER RESOURCES	TEACHER NOTES/REFLECTIONS
<p>Anthology/Textbook</p> <ul style="list-style-type: none"> ▪ <i>Literature and Language: English and World Literature.</i> McDougal Littell, Illinois, 1994 <p>Short Fiction</p> <ul style="list-style-type: none"> ▪ “Two Friends” (Guy de Maupassant, 97-103) <p>Nonfiction</p> <ul style="list-style-type: none"> ▪ “Of Revenge” (Sir Francis Bacon) <p>Poetry</p> <ul style="list-style-type: none"> ▪ <i>Rime of the Ancient Mariner</i> (Coleridge, Dover Illustrated ed) <p>Drama</p> <ul style="list-style-type: none"> ▪ <i>Hamlet</i> (William Shakespeare) ▪ <i>Rosencrantz and Guildenstern are Dead</i> (Tom Stoppard) <p>Film</p> <ul style="list-style-type: none"> ▪ <i>Rosencrantz and Guildenstern are Dead</i> (Directed by Tom Stoppard, 1990) <p>Weblinks</p> <ul style="list-style-type: none"> ▪ William Shakespeare http://internetshakespeare.uvic.ca/index.html <p>Instructional Resource</p> <ul style="list-style-type: none"> ▪ <i>Hamlet</i>: Curriculum Unit (The Center for Learning) ▪ <i>Rosencrantz and Guildenstern are Dead</i>: Curriculum Unit (The Center for Learning) <p>Laptops</p> <p>GoogleDocs</p> <p>Microsoft PowerPoint or SmartBoard software</p> <p>LCD projector or SmartBoard</p>	<p>Alternative Shakespearean play: <i>Macbeth</i></p>

UNIT FOUR: HEROES AND ANTI-HEROES

UNIT SUMMARY:

The British literary tradition features a treasure trove of heroes and anti-heroes. In this unit, students will examine the definitions of hero and anti-hero based on their characterizations in various texts. Consideration will be given to the roles of the hero/anti-hero in society and their impact upon society. This unit will extend the time old debate of good vs. evil, its relevance in past historical eras and transcendence into modern society. Consideration will also be given to how the literary works featured in this unit have shaped our cultural identity (English culture, politics and society have historically been foundational to American society).

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures

STANDARDS

READING LITERATURE

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. Analyze multiple interpretations 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.)

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING INFORMATIONAL TEXT

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

RI.11-12.5. 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.

RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. 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.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

WRITING

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. 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.
- c. 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.

- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop 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.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use 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 (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. 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.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.

W.11-12.8. 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 overreliance on any one source and following a standard format for citation.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*,

choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. 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.

EDUCATIONAL TECHNOLOGY STANDARD

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

HISTORY OF THE ARTS AND CULTURE STANDARD

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Speculate on the artist's intent

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

UNIT ESSENTIAL QUESTIONS:

- Do the attributes of a hero remain the same over time?
- What is the role of a hero in a culture?

UNIT ENDURING UNDERSTANDINGS:

- A hero has specific attributes that endure over time and appear within differing cultures.

<ul style="list-style-type: none"> ▪ How do various cultures reward/recognize their heroes? ▪ What is the role of an anti-hero in literature? ▪ How does the anti-hero impact the story? ▪ Is human kind inherently good or evil? ▪ Have the forces of good and evil changed over time? If so, how? ▪ How can good and evil be embodied in one person? ▪ How can the hero also be the anti-hero? ▪ Why is it important for people and cultures to construct narratives about their experiences? ▪ Are we governed/guided by fate, free will, or a greater power, or do we fall somewhere on the spectrum between? ▪ How is our understanding of culture and society constructed through and by language? ▪ How can language be powerful? ▪ In what ways are language and power inseparable? ▪ How is literature like life? ▪ What are the characteristics or elements that cause a piece of literature to endure? ▪ How do the ideas presented in older tales, such as an epic or Arthurian legend, shape/reflect our society today? ▪ How can ambition become dangerous? ▪ How can curiosity/inquiry become dangerous? 	<ul style="list-style-type: none"> ▪ Heroes provide leadership, hope and rescue to their communities. ▪ Anti-heroes are complex characters who functions as protagonists who possess qualities that can be both admired and admonished. ▪ Storytelling is a social tradition that unites people within society, that entertains them and that instructs them. ▪ Fate versus free will has been debated over time, and literature provides us with varied answers. ▪ Language, whether oral or written, is integral to storytelling and has the power to transform individuals and society. ▪ Literature reflects life and inspires it; as a result, it endures. ▪ Heroes, both epic and legendary, reflect the codes of behavior and values most prized by a society. ▪ Although dark, anti-heroes reflect the complexity of man. ▪ Ambition can be both a blessing and a curse. ▪ Curiosity can motivate individuals to ignore warnings, accept risk and compromise themselves without thinking.
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TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
7 weeks	Knowledge of... <ul style="list-style-type: none"> ▪ Elements of plot/story development: <ul style="list-style-type: none"> ▪ Setting ▪ Characters ▪ Plot: <ul style="list-style-type: none"> ▪ <i>Exposition</i>—introduces the characters, setting, and mood ▪ <i>Rising action</i>—introduces the 	<ul style="list-style-type: none"> ▪ Employ a variety of active reading strategies to read for comprehension: <ul style="list-style-type: none"> ▪ Call up prior knowledge ▪ Preview title, text structure, vocabulary, author background ▪ Annotate while reading ▪ Use Essential Questions to 	<ul style="list-style-type: none"> ▪ Formative Assessments ▪ Completion of reading comprehension questions – multiple choice and short answer; double-entry logs; graphic organizers; Do Now’s/Exit Slips ▪ Responses to open-ended questions that offer analysis and interpretation of details related to texts/EQs featured in

	<p>conflict</p> <ul style="list-style-type: none"> ▪ <i>Conflict</i>—the main character’s problem, which may be internal (e.g., guilt, greed) or external (e.g., poverty, an accident) ▪ <i>Climax</i>—the moment of greatest emotion; the turning point of the story when the conflict begins to be resolved ▪ <i>Falling action</i>—the events following the climax but before the resolution ▪ <i>Resolution</i>—how the conflict ends <ul style="list-style-type: none"> ▪ writing strategies and different writing process elements ▪ active reading strategies ▪ figurative language/ literary & rhetorical devices ▪ the conventions of grammar MLA citation format ▪ historical/biographical information related to authors & their craft ▪ strategies for film study <p>Unit Specific Terminology:</p> <ul style="list-style-type: none"> ▪ Historical background: the changing cultural values that drove early British history. ▪ Anglo-Saxon poetic devices: kenning, caesura, aphorism, alliteration ▪ Elements of an epic 	<p>inform one’s reading</p> <ul style="list-style-type: none"> ▪ Use visual clues to inform one’s reading ▪ Question while reading ▪ Make predictions ▪ Make inferences ▪ Draw on prior experience, interactions with other readers and writers, knowledge of word meaning and of other texts, word identification strategies, and understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics). ▪ Connect prior knowledge to new knowledge ▪ Connect new information to self and world <ul style="list-style-type: none"> ▪ Read a wide range of literature to build an understanding of the many dimensions of human experience. ▪ Apply a wide range of strategies to interpret, evaluate, and appreciate texts. ▪ Analyze texts from a variety of perspectives—reader response, author’s purpose/craft, use of literary/rhetorical elements ▪ Employ a wide range of strategies and the writing process to generate clear, insightful and well-written text ▪ Use different writing process elements appropriately to 	<p>the unit</p> <ul style="list-style-type: none"> ▪ Engagement in discussion through Literature Circles and Socratic Seminars. ▪ Participation in role-playing and/or Reader’s Theatre. <p>Summative Assessments</p> <ul style="list-style-type: none"> ▪ Quizzes – on reading, vocabulary, grammar/mechanics/usage, etc. ▪ Unit Test ▪ Essays– 1) literary analysis using multiple texts; 2) argumentative essay debating the actions of characters ▪ Creative Writing Project/Style Emulation—creative non-fiction/ personal essay recounting an experience that reflects one of the conflicts/issues featured in this unit
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	<ul style="list-style-type: none"> ▪ Characteristics of Medieval literature, code of chivalry and the legend of King Arthur. ▪ Knowledge of archetypes in literature and their purpose in Arthurian Legend ▪ The archetype of the anti-hero ▪ The archetype of the doppelganger ▪ Framestory 	<p>communicate with different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> ▪ Conduct research to expand knowledge and provide evidence ▪ Integrate a variety of sources into one's writing by citing strong textual evidence ▪ Use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge. ▪ Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. ▪ Use spoken, written, and visual language to accomplish one's own purposes 	
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TEACHER RESOURCES	TEACHER NOTES/REFLECTIONS
<p>Anthology/Textbook</p> <ul style="list-style-type: none"> ▪ <i>Literature and Language: English and World Literature</i>. McDougal Littell, Illinois, 1994 <p>Epic</p> <ul style="list-style-type: none"> ▪ Burton Raefel's <i>Beowulf</i> ▪ Excerpts from Seamus Heaney's <i>Beowulf</i> ▪ Excerpts from <i>Sir Gawain and the Green Knight</i> (Pearl Poet) <p>Novel</p> <ul style="list-style-type: none"> ▪ Excerpts from John Gardner's <i>Grendel</i>. ▪ <i>King Arthur and the Knights of the Round Table</i> (Greene) ▪ <i>Frankenstein</i> (Mary Shelley) ▪ <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> (Robert Louis Stevenson) <p>Nonfiction</p> <ul style="list-style-type: none"> ▪ As thematic supplement to <i>Beowulf</i>: find nonfiction about living with 	

terror

Poetry

- “La Belle Dame Sans Merci” (John Keats)

Film

- *The 13th Warrior* (based on Michael Crichton novel, directed by John McTiernan, 1999)
- *Frankenstein*
- *Mary Reilly* (Directed by Stephen Frears, 1994)

Weblinks

- *Beowulf* (Burton Raffle translation) Teaching Guide
<http://us.penguinroup.com/static/pdf/teachersguides/beowulf.pdf>
- “Exploring The Dark Side: The Anti-Hero's Journey” (James Bonnet)
<http://www.writersstore.com/exploring-the-dark-side-the-anti-heros-journey/>
- Archetypes in Literature/definitions of
<http://www.wtpps.org/wths/imc/pathfinders/archetypes.pdf>
- Contemporary Reviews of Mary Shelley’s novels
<http://www.rc.umd.edu/reference/chronologies/mschronology/reviews.html>
- *Frankenstein* Teaching Guide
<http://us.penguinroup.com/static/pdf/teachersguides/Frankenstein.pdf>
- Lesson Plans for teaching *Frankenstein*
<http://www.webenglishteacher.com/shelley.html>
- Dr. Jekyll and Mr. Hyde Teaching Guide
<http://us.penguinroup.com/static/pdf/teachersguides/drjekyll.pdf>

Laptops

GoogleDocs

Microsoft PowerPoint or SmartBoard software

LCD projector or SmartBoard

UNIT FIVE: GENRE STUDY—POETRY

UNIT SUMMARY:

While poetry is featured as the mode of expression for the majority of texts written prior to the 17th century, this unit will provide students with direct experience explicating poetry and analyzing themes that transcend time—i.e. love, appreciation of nature, human relationships, social status/reputation, to name a few. Poems have been selected for their readability, their use of figurative language and literary technique, their form/structure, and their thematic relevance. In addition, poems will be paired with visual images that help to enhance meaning so that students can employ their strategies for reading poetry to reading images. Analysis of poetry, i.e. explication, will be modeled by the teacher and practiced by students before they launch upon their own analytical essay/project.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures

STANDARDS

READING LITERATURE

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or

beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. Analyze multiple interpretations 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.)

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING INFORMATIONAL TEXT

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

RI.11-12.5. 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.

RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. 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.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

WRITING

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. 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.

- c. 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.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop 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.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use 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 (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. 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.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.

W.11-12.8. 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 overreliance on any one source and following a standard format for citation.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. 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.

EDUCATIONAL TECHNOLOGY STANDARD

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

HISTORY OF THE ARTS AND CULTURE STANDARD

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Speculate on the artist's intent

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

UNIT ESSENTIAL QUESTIONS:

- What is poetry?
- Why write poetry?
- Why read poetry?
- How does poetry reveal what we might not otherwise recognize?
- How is poetry the domain for all human experience?
- How does poetry unify people and culture?
- What similarities exist between great poems and masterpieces of other kinds?
- What techniques do poets rely upon to enhance their creative, poetic expression?

UNIT ENDURING UNDERSTANDINGS:

- Definitions of poetry vary but often highlight the powerful expression of emotion.
- Poetry is a way of seeing and understanding reality; nature’s beauty, grief over loss, poke fun at idiosyncrasies, reflect on life’s meaning, protest social problems, and celebrate relationships.
- Humans have been inspired to express themselves poetically/lyrically since the dawn of writing.
- Poetry connects humans creatively.
- Experiencing poems can be enjoyable.
- Poetry should be experienced in as many dimensions as possible.
- Poetic tools and techniques are important insofar as they contribute to the overall experience of the poem.
- A poem authentically experienced enriches one’s life.
- Reading a poem is more than an act of intellectual criticism; it is an interaction.
- All readers can understand and appreciate something about a poem, regardless of whether they can understand everything about it.
- Word play, figurative language, rhythm, rhyme and meter, form and structure are some of the basic elements that poets manipulate to enhance their creative expression.

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
2-3 weeks	Knowledge of... <ul style="list-style-type: none"> ▪ Elements of poetry: <ul style="list-style-type: none"> ▪ word play ▪ figurative language ▪ rhythm ▪ rhyme ▪ meter 	<ul style="list-style-type: none"> ▪ Employ a variety of active reading strategies to read for comprehension: <ul style="list-style-type: none"> ▪ Call up prior knowledge ▪ Preview title, text structure, vocabulary, author background ▪ Annotate while reading 	<ul style="list-style-type: none"> ▪ Formative Assessments ▪ Completion of reading comprehension questions – multiple choice and short answer; double-entry logs; graphic organizers; Do Now’s/Exit Slips ▪ Responses to open-ended questions that offer analysis and interpretation of

	<ul style="list-style-type: none"> ▪ form ▪ structure ▪ Poetic forms: Sonnet Lyrical ballad Dramatic monologue (aka persona poem) ▪ Thinking About Choices Poets Make: <ul style="list-style-type: none"> ▪ Lines and stanzas: Experimenting with line meaning, length and stanzas ▪ Word choice: Using interesting combinations of nouns and verbs; deleting words we don't need ▪ Poem titles: Method # 1: Surprising or interesting phrase from inside your poem Method # 2: Use the title lead into your poem Method # 3: State the subject of your poem Method # 4: Crafty title ▪ writing strategies and different writing process elements ▪ active reading strategies ▪ the conventions of grammar MLA citation format ▪ historical/biographical information related to poets & their craft 	<ul style="list-style-type: none"> ▪ Use Essential Questions to inform one's reading ▪ Use visual clues to inform one's reading ▪ Question while reading ▪ Make predictions ▪ Make inferences ▪ Draw on prior experience, interactions with other readers and writers, knowledge of word meaning and of other texts, word identification strategies, and understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). <ul style="list-style-type: none"> ▪ Connect prior knowledge to new knowledge ▪ Connect new information to self and world ▪ Read a wide range of literature to build an understanding of the many dimensions of human experience. ▪ Apply a wide range of strategies to interpret, evaluate, and appreciate texts. ▪ Analyze texts from a variety of perspectives—reader response, author's purpose/craft, use of literary/rhetorical elements ▪ Employ a wide range of strategies and the writing process to generate clear, insightful and well-written text ▪ Use different writing process 	<p>details related to texts/EQs featured in the unit</p> <ul style="list-style-type: none"> ▪ Engagement in discussion through Literature Circles and Socratic Seminars. ▪ Summative Assessments ▪ Essays— literary analysis (explication essay that compares/contrasts multiple texts and extends discussion of theme by relating to everyday contemporary life, music, poetry) ▪ Creative Writing Project—design a visual representation of a poem (perhaps as a triptych) ▪ Style Emulation—use an image/real life scene as inspiration for writing a sonnet, lyrical ballad or dramatic monologue/persona poem
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	<p>Unit Specific Terminology: Sonnet Lyrical ballad Dramatic monologue Simile Metaphor Stanza Rhyme Meter Imagery Allusion Alliteration Word play Repetition Parallelism Persona Symbol Personification</p>	<p>elements appropriately to communicate with different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> ▪ Conduct research to expand knowledge and provide evidence ▪ Integrate a variety of sources into one’s writing by citing strong textual evidence ▪ Use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge. ▪ Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. ▪ Use spoken, written, and visual language to accomplish one’s own purposes ▪ Compose alternative viewpoints of a selected text ▪ Recognize how other authors use poetic techniques and figurative devices to enhance their writing ▪ Use various poetic techniques and figurative devices 	
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<p>TEACHER RESOURCES</p> <p>Anthology/Textbook</p> <ul style="list-style-type: none"> ▪ <u>Literature and Language: English and World Literature.</u> McDougal Littell, Illinois, 1994 <p>Poetry</p> <ul style="list-style-type: none"> ▪ Sonnets 15-18-20-29-40-87-116-130-147 (William Shakespeare) ▪ “The Sparrow’s Nest” (William Wordsworth) 	<p>TEACHER NOTES/REFLECTIONS</p> <p>NOTE: <i>Rime of the Ancient Mariner</i> (featured in unit 2) can also be used in this unit as it is equally relevant to the scope and goals of this unit.</p>
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- “The Sailor’s Mother” (William Wordsworth)
- “My Heart Leaps Up When I Behold” (William Wordsworth)
- “To a Butterfly” (William Wordsworth, 1802,1807)
- “Composed Upon Westminster Bridge, Sept. 3, 1802” (William Wordsworth)
- “The Green Linnet” (William Wordsworth)
- “I Wandered Lonely as a Cloud” (William Wordsworth)
- “The Solitary Reaper” (William Wordsworth)
- “On the Grasshopper and the Cricket” (John Keats)
- “The Human Seasons” (John Keats)
- “My Last Duchess” (Robert Browning)
- “Porphyria’s Lover” (Robert Browning)
- Sonnet 43 (Elizabeth Barret Browning)

Art

- To be determined/selected by teacher and students

Weblinks

- Shakespeare’s Sonnets (modern text versions)
<http://internetshakespeare.uvic.ca/Annex/Texts/Son/M/poem/1>
- About the Dramatic Monologue/Persona Person
<http://www.poets.org/viewmedia.php/prmMID/5776>
- Exercise: How to Write Dramatic Monologue/Dialogue
<http://poetryhandbookwinter.blogspot.com/p/exercise-five-ballad-rondeau-and-other.html>
- On-line resource on the Sonnet (including guided practice and “how to write”)
<http://www.cranberrydesigns.com/poetry/sonnet/history.htm>
- How to write lyric poetry
<http://wayseeker.hubpages.com/hub/How-to-Write-Lyric-Poetry>

Laptops

GoogleDocs

Microsoft PowerPoint or SmartBoard software

LCD projector or SmartBoard

UNIT SIX: IRONY AND SATIRE IN LITERATURE

UNIT SUMMARY:

While this is a short unit, it is an important unit that targets irony and satire, rhetorical devices that authors have used throughout time to comment on/critique human nature and society. The authors included in this unit feature the father of 18th century satire in the British tradition, Jonathan Swift, and a modern British author, Frank O'Connor, who provides an "updated," more contemporary example for students to study. These authors and their texts will be models for the students to emulate as they attempt to write using irony and satire.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Exercising the rights and obligations of citizenship at local, state, national and global levels
- Understanding national and international public health and safety issues
- Take individual and collective action towards addressing environmental challenges

STANDARDS

READING LITERATURE

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- RL.11-12.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3.** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.11-12.5.** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6.** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- RL.11-12.7.** Analyze multiple interpretations 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.)
- RL.11-12.10.** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING INFORMATIONAL TEXT

- RI.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text
- RI.11-12.5.** 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.
- RI.11-12.6.** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7.** 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.
- RI.11-12.10.** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

WRITING

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. 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.
- c. 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.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop 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.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. 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.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.

W.11-12.8. 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 overreliance on any one source and following a standard format for citation.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. 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.

EDUCATIONAL TECHNOLOGY STANDARD

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

HISTORY OF THE ARTS AND CULTURE STANDARD

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD

1.4.12.A.2 Speculate on the artist's intent

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

UNIT ESSENTIAL QUESTIONS:

- How do writers use satire and why?
- How does irony enhance meaning and author's purpose?
- How do writers use rhetorical devices?
- How do writes appeal to audiences/readers?

UNIT ENDURING UNDERSTANDINGS:

- Satire provides writers opportunity to comment on the follies and vices within society that require attention, consideration and reform.
- Irony can enhance meaning by providing humor and/or contradiction that provoke audiences to think and feel.
- Rhetorical devices enhance the connotative meaning of a text and appeal to audiences' logic, emotion and/or ethical

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
2 weeks	<p>Knowledge of...</p> <ul style="list-style-type: none"> ▪ Types of Appeal—ethos, logos, pathos ▪ Types of Rhetorical Devices & their purpose/effect: <ul style="list-style-type: none"> ▪ Satire ▪ Generalization ▪ Hyperbole ▪ Understatement ▪ Wit ▪ Humor ▪ Irony—verbal, situational, dramatic ▪ Sarcasm ▪ Elements of plot/story development: <ul style="list-style-type: none"> ▪ Setting ▪ Characters ▪ Plot: <ul style="list-style-type: none"> ▪ <i>Exposition</i>—introduces the characters, setting, and mood ▪ <i>Rising action</i>—introduces the conflict ▪ <i>Conflict</i>—the main character’s problem, which may be internal (e.g., guilt, greed) or external (e.g., poverty, an accident) ▪ <i>Climax</i>—the moment of 	<ul style="list-style-type: none"> ▪ Employ a variety of active reading strategies to read for comprehension: <ul style="list-style-type: none"> ▪ Call up prior knowledge ▪ Preview title, text structure, vocabulary, author background ▪ Annotate while reading ▪ Use Essential Questions to inform one’s reading ▪ Use visual clues to inform one’s reading ▪ Question while reading ▪ Make predictions ▪ Make inferences ▪ Draw on prior experience, interactions with other readers and writers, knowledge of word meaning and of other texts, word identification strategies, and understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics). ▪ Connect prior knowledge to new knowledge ▪ Connect new information to self and world ▪ Read a wide range of literature to 	<ul style="list-style-type: none"> ▪ Formative Assessments ▪ Completion of reading comprehension questions – multiple choice and short answer; double-entry logs; graphic organizers; Do Now’s/Exit Slips ▪ Responses to open-ended questions that offer analysis and interpretation of details related to texts/EQs featured in the unit ▪ Engagement in discussion through Literature Circles ▪ Summative Assessments ▪ Essays—argumentative/expository that features irony and satire ▪ Creative Writing Project/Style Emulation—“A Modern Proposal” that solves a current social, economic, political, and /or environmental problem ▪ Creative Writing Project/Style Emulation—a poem that critiques a prominent social/political figure for his/her follies and vices (the student poet should employ irony and satire as devices with which to achieve their purpose)

	<p>greatest emotion; the turning point of the story when the conflict begins to be resolved</p> <ul style="list-style-type: none"> ▪ <i>Falling action</i>—the events following the climax but before the resolution ▪ <i>Resolution</i>—how the conflict ends <ul style="list-style-type: none"> ▪ writing strategies and different writing process elements ▪ active reading strategies ▪ the conventions of grammar ▪ historical/biographical information related to authors & their craft <p>Unit Specific Terminology: (see above)</p>	<p>build an understanding of the many dimensions of human experience.</p> <ul style="list-style-type: none"> ▪ Apply a wide range of strategies to interpret, evaluate, and appreciate texts. ▪ Analyze texts from a variety of perspectives—reader response, author’s purpose/craft, use of literary/rhetorical elements ▪ Employ a wide range of strategies and the writing process to generate clear, insightful and well-written text ▪ Use different writing process elements appropriately to communicate with different audiences for a variety of purposes. ▪ Conduct research to expand knowledge and provide evidence ▪ Integrate a variety of sources into one’s writing by citing strong textual evidence ▪ Use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge. ▪ Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. ▪ Use spoken, written, and visual language to accomplish one’s own purposes 	
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TEACHER RESOURCES

Anthology/Textbook

- *Literature and Language: English and World Literature.*
McDougal Littell, Illinois, 1994

Short Fiction

- “The Drunkard” (Frank O’Connor)

Nonfiction

- “A Modest Proposal” (Jonathan Swift)

Poetry

- “A Satirical Elegy on the Death of a Late Famous General”
(Jonathan Swift)

Weblinks

- *The 3 Common Uses of Irony* <http://theoatmeal.com/comics/irony>
- Images of Irony
- *An Introduction to Satire*
<http://www.pkwy.k12.mo.us/west/teachers/gerding/satire.pdf>

Laptops

GoogleDocs

Microsoft PowerPoint or SmartBoard software

LCD projector or SmartBoard

TEACHER NOTES/REFLECTIONS

NOTE: This unit can be taught in conjunction with *The Canterbury Tales*, since Chaucer is also known for his irony and “The General Prologue” and the tales are very much a critique of the people and social institutions of Medieval English society. The creative writing project/style emulation would also be appropriate as an extension of the study of Chaucer.

As an alternative model exemplar/model, use the play *Mother’s Day* by J. B. Priestley (a farce that middle-class family life—892-907 in lit textbook).

UNIT SEVEN: WRITING – RESPONDING TO/ANALYZING LITERATURE

UNIT SUMMARY:

Students in the eleventh grade need to write to convey ideas, concepts, and information through the selection, organization, and analysis of relevant content and literature; therefore, this unit engages students in the writing process and the use of analytical strategies/ skills. Within the writing workshop model students will get support and practice with writing to explain, culminating in students' demonstration of effective argumentative and expository essay writing.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- The ability to express ideas, concepts, and information is a preventative mental health measure, including risk avoidance and stress reduction.
- Historical background knowledge about the author's life, the text's setting, and cultural significance of the work is explored using primary and secondary sources and in connection with Social Studies.

STANDARDS

WRITING

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. 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.

- c. 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.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop 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.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. 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.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.

W.11-12.8. 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 overreliance on any one source and following a standard format for citation.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners

on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. 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.

EDUCATIONAL TECHNOLOGY STANDARD

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

<p>UNIT ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> ▪ Why is it important for readers to respond to and analyze literature? ▪ What strategies should readers/writers use to respond to and analyze literature? ▪ What can literature teach us about ourselves and the world around us? ▪ How do effective readers respond to and analyze literature? ▪ Why is the writing process important? ▪ How do writers use the writing process advantageously? ▪ What strategies do writers rely upon when writing? ▪ Why are grammar, usage, sentence structure, and mechanics important? ▪ Why is textual evidence and proper documentation of sources necessary when responding to/analyzing literature? ▪ How do writers improve their craft? ▪ What is the purpose to peer response? 	<p>UNIT ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ▪ By responding to and analyzing texts, readers demonstrate their comprehension and engagement with the texts. ▪ Effective writers engage readers by using a variety of techniques to enhance meaning and purpose. ▪ Literature reflects human experiences and insights into the human condition. ▪ Successful writers implement the writing process to ensure organization, clarity, and coherence of thoughts. ▪ Successful writers understand the importance of tone, authenticity, focus, and supporting details to engage and influence readers. ▪ Successful writers can employ the most effective writing forms depending on their purpose for writing. ▪ Mastery of standard English conventions facilitate clarity of writing and establish a common discourse. ▪ Writers are often called to synthesize information from multiple sources to achieve their purpose. ▪ Honesty and precision are essential components of academic research and academic honesty. ▪ Parenthetical and bibliographical citations provide writers and readers useful copyright information. ▪ MLA format is one academic model for good research writing. ▪ Writers rely on feedback to improve their writing.
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TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
Throughout the course	Knowledge of... <ul style="list-style-type: none"> ▪ The writing process: Freewriting/Brainstorming/Mind Mapping Outlining/organizing 	<ul style="list-style-type: none"> ▪ Read a writing prompt and extrapolate key words ▪ Employ a variety of strategies to write with clarity, for unity of thought, for accuracy of detail, and 	<ul style="list-style-type: none"> ▪ Formative Assessments <ul style="list-style-type: none"> ▪ Brainstorming & outlining worksheets ▪ Student participation ▪ Teacher-student conferences

	<p>Drafting Revising Editing Publishing</p> <ul style="list-style-type: none"> ▪ Plot development, character development, setting, conflict, and theme. ▪ Literary devices – what they are, how/why they are used. ▪ Knowledge of the multi-paragraph essay structure ▪ Strategies for thesis development ▪ The elements of strong paragraph development—topic sentence; unity, coherence and flow of supporting details; closure ▪ Conventions of grammar, usage, and mechanics. 	<p>insightfulness</p> <ul style="list-style-type: none"> ▪ Engage in brainstorming ▪ Clearly state positions or interpretations. ▪ Use graphic organizers to generate and arrange details ▪ Reflect on an author’s purpose and point of view in order to develop a thesis statement ▪ Utilize clustering, priority ladders, and/or outlining as organizational strategies ▪ Support one’s position with organized and relevant evidence in order to validate an interpretation ▪ Cite quotations correctly ▪ Choose language that is appropriate for the writing situation ▪ Appeal to logical, emotional, and ethical appeals according to the purpose of the task ▪ Write a literary analysis essay with clear audience and purpose ▪ Analyze the strengths and weaknesses of one’s writing ▪ Establish criteria for and engage in peer review, model peer review ▪ Conference with peers and teacher ▪ Use suggestions to improve upon one’s writing ▪ Edit and revise final draft 	<ul style="list-style-type: none"> ▪ Student response to other students' work ▪ First draft ▪ Summative Assessments <ul style="list-style-type: none"> ▪ Writing Skills Self Evaluation ▪ Final draft ▪ Reflections on the Process
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TEACHER RESOURCES	TEACHER NOTES/REFLECTIONS
<ul style="list-style-type: none">▪ <i>Writers Inc</i> (Handbook)▪ Student writing samples as models▪ Writing guidelines and notes <p>MATERIALS:</p> <ul style="list-style-type: none">▪ Teacher created handouts▪ SmartBoard, ELMO, computers with Internet access	

UNIT EIGHT: WRITING & TEST PREPAREDNESS—THE HSPA & SAT

UNIT SUMMARY:

Students in the eleventh grade are assessed on several high-stakes tests—the HSPA and SAT. Featured in these assessments is persuasive and expository writing. This unit focuses on timed writing in the context of standardized testing. Students will review strategies for recognizing the parameters and expectations of the prompt, efficiently brainstorming, generating and planning their responses, and composing successful essays under timed conditions.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- The ability to express ideas, concepts, and information is a preventative mental health measure, including risk avoidance and stress reduction.

STANDARDS

WRITING

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. 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.
- c. 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.

- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop 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.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. 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.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.

W.11-12.8. 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 overreliance on any one source and following a standard format for citation.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. 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.

EDUCATIONAL TECHNOLOGY STANDARD

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

<p>UNIT ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> ▪ Why is it important for readers to respond to and analyze literature? ▪ What strategies should readers/writers use to respond to and analyze literature? ▪ How do effective readers respond to and analyze literature? ▪ Why is the writing process important? ▪ How do writers use the writing process advantageously? ▪ What strategies do writers rely upon when writing? ▪ Why are grammar, usage, sentence structure, and mechanics important? ▪ What challenges are presented to writers on standardized exam prompts? 	<p>UNIT ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ▪ By responding to and analyzing texts, readers demonstrate their comprehension and engagement with the texts. ▪ Effective writers engage readers by using a variety of techniques to enhance meaning and purpose. ▪ Successful writers implement the writing process to ensure organization, clarity, and coherence of thoughts. ▪ Successful writers understand the importance of tone, authenticity, focus, and supporting details to engage and influence readers. ▪ Successful writers can employ the most effective writing forms depending on their purpose for writing. ▪ Mastery of standard English conventions facilitate clarity of writing and establish a common discourse. ▪ Writers are often called to synthesize information from multiple sources to achieve their purpose. ▪ Standardized exam prompts require writers to provide insightful, logical claims and supporting evidence using writing that is clear, focused, complex and stylized.
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TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
Throughout the course	Knowledge of... <ul style="list-style-type: none"> ▪ The writing process: <ul style="list-style-type: none"> Freewriting/Brainstorming/Mind Mapping Outlining/organizing Drafting Revising Editing Publishing ▪ Knowledge of the multi-paragraph essay structure 	<ul style="list-style-type: none"> ▪ Read a writing prompt and extrapolate key words ▪ Employ a variety of strategies to write with clarity, for unity of thought, for accuracy of detail, and insightfulness ▪ Engage in brainstorming ▪ Clearly state positions or interpretations. ▪ Reflect on an author’s purpose and point of view in order to develop a 	<ul style="list-style-type: none"> ▪ Formative Assessments <ul style="list-style-type: none"> ▪ Brainstorming & outlining worksheets ▪ Student participation ▪ Teacher-student conferences ▪ Student response to other students' work ▪ First draft ▪ Summative Assessments <ul style="list-style-type: none"> ▪ Writing Skills Self Evaluation

	<ul style="list-style-type: none"> ▪ Strategies for thesis development ▪ The elements of strong paragraph development—topic sentence; unity, coherence and flow of supporting details; closure ▪ Conventions of grammar, usage, and mechanics. 	<p>thesis statement</p> <ul style="list-style-type: none"> ▪ Utilize clustering, priority ladders, and/or outlining as organizational strategies ▪ Support one’s position with organized and relevant evidence in order to validate an interpretation ▪ Choose language that is appropriate for the writing situation ▪ Appeal to logical, emotional, and ethical appeals according to the purpose of the task ▪ Write an essay with clear audience and purpose ▪ Analyze the strengths and weaknesses of one’s writing ▪ Establish criteria for and engage in peer review, model peer review ▪ Conference with peers and teacher ▪ Use suggestions to improve upon one’s writing ▪ Negotiate one’s time and purpose for writing 	<ul style="list-style-type: none"> ▪ Final draft ▪ Reflections on the Process
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<p>TEACHER RESOURCES</p> <ul style="list-style-type: none"> ▪ <i>Writers Inc</i> (Handbook) ▪ <i>Expository Writing</i> (Writing Anthology) ▪ HSPA Prep Book and Released Test Resources ▪ <i>SAT</i> resources ▪ Student writing samples as models ▪ Writing guidelines and notes <p>Weblinks</p> <ul style="list-style-type: none"> ▪ “10 Sites and Apps for SAT Vocabulary Review.” Free 	<p>TEACHER NOTES/REFLECTIONS</p>
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Technology for Teachers.

<http://www.freetech4teachers.com/2011/05/10-sites-and-apps-for-sat-vocabulary.html#.UDjtT6N62So>

- “Doing It Differently: Tips for Teaching Vocabulary.” Edutopia
<http://www.edutopia.org/blog/vocabulary-instruction-teaching-tips-rebecca-alber>
- Teacher created handouts
- SmartBoard, ELMO, computers with Internet access