



# 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> GRADE ELA CURRICULUM

Middle Township Public Schools  
216 S. Main Street  
Cape May Court House, NJ 08210

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## Acknowledgements

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## Introduction

This curriculum is a living document; it has been created collaboratively by teachers for their colleagues as a guide for lesson planning. It is designed for updates and reviews as students' needs change, as the school implements new technology, and as the district acquires new publications/textbooks.

This curriculum has been prepared to meet the requirements of the Middle Township Board of Education and the New Jersey Department of Education. The activities and texts provided in this curriculum are aligned with the New Jersey Student Learning Standards for English Language Arts Grades 9-10. These standards address student competencies in Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and steadily work toward meeting the more general expectations as described in the standards.

## **Course Description Grade 9**

The purposes of the English 9 course are as follows:

1. To learn to use reading, writing, listening, speaking, and language skills individually and in groups.
2. To have literacy skills necessary for personal and shared use throughout life.
3. To develop a personal voice and prepare for interdisciplinary studies and the English 10 academic experience.

This course is an introduction to literature. English 9 covers literary terminology, vocabulary building, test-taking strategies and a range of text types. Students will be reading fictional literature as well as non-fiction informational texts. The course introduces students to the requirements and expectations of the student essay and offers the opportunity to write in various text types and for a variety of purposes. This includes narratives, arguments, explanatory and informative texts and research writing. Students will have assessments throughout the course.

## Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
<b>1 – Fiction &amp; Narrative Writing</b>	<p>Students will actively read various genres and types of text with fluency and comprehension.</p> <p>Students will identify, describe, evaluate, and synthesize central ideas in text.</p> <p>Students will analyze how words create tone and mood in order to advance the purpose of work.</p>	<b>RL.9-10.1, 2, &amp; 4-7</b> <b>W.9-10.3-6, 9, &amp; 10</b> <b>SL.9-10.1-4, &amp; 6</b> <b>L.9-10.1 &amp; 3-5</b>	35 Days
<b>2 – Nonfiction &amp; Research Writing</b>	<p>Students will actively read Shakespearean drama with fluency and comprehension.</p> <p>Students will identify, describe, evaluate, and synthesize central ideas in text.</p> <p>Students will analyze character motive and accountability.</p>	<b>RI.9-10.1-10</b> <b>W.9-10.2 &amp; 7-10</b> <b>SL.9-10.1-6</b> <b>L.9-10.1-5</b>	35 Days
<b>3 – Drama – “Romeo and Juliet” &amp; Argumentative Writing</b>	<p>Students will actively read Shakespearean drama with fluency and comprehension.</p> <p>Students will identify, describe, evaluate, and synthesize central ideas in text.</p> <p>Students will analyze character motive and accountability.</p>	<b>RL.9-10.1-6, 9, &amp; 10</b> <b>W.9-10.1, 4, 6, &amp; 9</b> <b>SL.9-10.1</b> <b>L.9-10.1-6</b>	35 Days

<b>4 – Epic Poem – “Odyssey” &amp; Analytical Writing</b>	<p>Students will actively read the “Odyssey” with fluency and comprehension.</p> <p>Students will identify, describe, evaluate, and synthesize central ideas in text.</p> <p>Students will analyze character motive and accountability and make connections to their own cultural experiences.</p>	<p><b>RL.9-10.1-7, 9, &amp; 10 W.9-10.2, 4, 6, &amp; 9 SL.9-10.1, &amp; 4-6 L.9-10.1-6</b></p>	<p>35 Days</p>
<b>5 – The Novel</b>	<p>Students will actively read with fluency and comprehension.</p> <p>Students will identify, describe, evaluate, and synthesize central ideas in text.</p> <p>Students will analyze character motive and accountability and make connections to their own cultural experiences.</p>	<p><b>RL.9-10.1-7, 9, &amp; 10 W.9-10.2, 4, 6, &amp; 9 SL.9-10.1, &amp; 4-6 L.9-10.1-6</b></p>	<p>35 Days</p>

## Unit Plans

Content Area:	Freshmen English	Grade(s): 9
Unit Plan Title:	Unit 1: Fiction and Narrative Writing	
Overview/Rationale		
Read various genres and types of text with fluency and comprehension. Demonstrate command of various writing genres.		
Standard(s) Number and Description		
Standards for Reading		
<p><b>RL.9-10.1.</b> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>RL.9-10.2.</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p><b>RL.9-10.4.</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>RL.9-10.5.</b> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p><b>RL.9-10.6.</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>RL.9-10.7.</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p>		

## Standards for Writing

**W.9-10.3.** 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, 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.
- 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.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.9-10.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.9.** Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

- A. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

**W.9-10.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Standards for Speaking and Listening

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 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.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views.

Make new connections in light of the evidence and reasoning presented.

**SL.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**SL.9-10.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

**L.9-10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**SL.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

### **Standards for Language**

**L.9-10.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use parallel structure.

B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

C. L.9-10.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

B. Use a colon to introduce a list or quotation.

A. Spell correctly.

**L.9-10.3.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

**L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

**L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.



<b>Technology Standard(s) Number and Description</b>	
<b>TECH.8.1.12.A.CS1</b> Understand and use technology systems. <b>TECH.8.1.12.A.CS2</b> Select and use applications effectively and productively. <b>TECH.8.1.12.B.CS1</b> Apply existing knowledge to generate new ideas, products, or processes. <b>TECH.8.1.12.B.CS2</b> Create original works as a means of personal or group expression.	
<b>Interdisciplinary Standard(s) Number and Description</b>	
<b>SCI.9-12.5.1.12.C.1</b> Reflect on and revise understandings as new evidence emerges. <b>SCI.9-12.5.1.12.C.3</b> Consider alternative theories to interpret and evaluate evidence-based arguments. <b>SOC.6.1.12.CS9</b> The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.	
<b>Enduring Understandings:</b>	
Students will actively read various genres and types of text with fluency and comprehension. Students will identify, describe, evaluate, and synthesize central ideas in text. Students will analyze how words create tone and mood in order to advance the purpose of work.	
<b>Essential Questions :</b>	
How is plot structured? How is foreshadowing used in the development of the plot? What internal and external conflicts are present? What is revealed about character as the plot develops?	
<b>21<sup>st</sup> Century Connections</b>	
<i>Check all that apply.</i>	<i>Indicate whether these skills are <b>E</b>-Encouraged, <b>T</b>-Taught, and/or <b>A</b>-Assessed in this unit by marking <b>E, T, A</b> on the line before the appropriate skill.</i>

21 <sup>st</sup> Century Interdisciplinary Themes			21 <sup>st</sup> Century Skills		
	<b>X</b>	Global Awareness		E,T,A	Critical Thinking and Problem Solving
	<b>X</b>	Environmental Literacy		E,A	Creativity and Innovation
		Health Literacy		E,T,A	Communication and Collaboration
		Civic Literacy		E	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy		E	Initiative and Self-Direction
				E,T,A	Social and Cross-Cultural Skills
				E,A	Productivity and Accountability
				E,T	Leadership and Responsibility
				E,T	Information Literacy Skills
				E	Media Literacy Skills
				E,T,A	Information, Communication, and Technology (ICT) Literacy

**Career Ready Practices:**

*Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.*

E,T,A	CRP1. Act as a responsible and contributing citizen and employee
E,A	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
E,T,A	CRP4. Communicate clearly and effectively with reason
E,T,A	CRP5. Consider the environmental, social and economic impacts of decisions
E,T,A	CRP6. Demonstrate creativity and innovation
E,T,A	CRP7. Employ valid and reliable research strategies
E,T,A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E,T,A	CRP9. Model integrity, ethical leadership, and effective management
E, T	CRP10. Plan education and career paths aligned to personal goals
E,T,A	CRP11. Use technology to enhance productivity
E,T,A	CRP12. Work productively in teams while using cultural global competence

**Student Learning Goals/Objectives:*****Students will know....***

- How to apply a typical plot structure to a story.
- How to foreshadow events in a story.
- How to identify internal and external conflicts.

***Students will be able to (do)...***

- Correctly apply plot structure to narrative text
- Predict events in a story
- Distinguish between internal and external conflict

<ul style="list-style-type: none"><li>- How characters development over the course of a story.</li><li>- How to use textual evidence to identify new vocabulary.</li></ul>	<ul style="list-style-type: none"><li>- Develop inferences about situations and character</li><li>- Critique character choices</li><li>- Design a visual representation of a story’s setting</li><li>- Revise and edit writing</li><li>- Connect ideas from one culture to their own</li><li>- Identify symbolism in a story</li><li>- Cite textual evidence to support claims.</li></ul>	
Key Vocabulary and Terms:		
Exposition, Setting, Rising Action, Climax, Falling Action, Resolution, Theme, Suspense, Internal Conflict, External Conflict, Explicit and Implicit Characterization, Protagonist, Antagonist, Static and Dynamic Character, Flat/Round Character, Stock Character, Central Characters, Allegory, Symbolism, Imagery, Point of View, Figurative Language, Allusion		
Texts Included (List in Order of Increasing Complexity)		Check Type
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational		L I
Structure (Check appropriate choice): C/C X C/E X P/S X S/O X D X N Title/Information: Guy de Maupassant - The Necklace (Pages 294-301)		X
Structure (Check appropriate choice): C/C X C/E X P/S X S/O X D X N X N Title/Information: Edgar Allan Poe - The Cask of Amontillado (Pages 61-67)		X

<b>Structure (Check appropriate choice):</b> ____ C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N <b>Title/Information:</b> Richard Connell - <b>The Most Dangerous Game</b> (Pages 215-235)	<b>X</b>			
<b>Structure (Check appropriate choice):</b> <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S ____ S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N <b>Title/Information:</b> O. Henry - <b>The Gift of the Magi</b> (Pages 246-251)	<b>X</b>			
<b>Structure (Check appropriate choice):</b> ____ C/C <input checked="" type="checkbox"/> C/E ____ P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N <b>Title/Information:</b> James Hurst - <b>The Scarlet Ibis</b> (Pages 350-361)	<b>X</b>			
<b>Writing Assignments Identify Writing Structure, Type, and Assignment Title/Description</b>				
<b>KEY: Structure:</b> C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative <b>Type:</b> A = Argument E = Explanatory/Informational N = Narrative R = Research	A	E	N	R
____ Process <input checked="" type="checkbox"/> On Demand AND Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E ____ P/S ____ S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N <b>Title/Description:</b>		<b>X</b>	<b>X</b>	

<p>The Necklace/Write an essay about a time when you or someone you know got into trouble as a result of lending or borrowing something. Describe what happened and explain what you learned from the experience. How was the experience similar to or different from that of Madame Loisel's? [minimum of 3 paragraphs]</p>				
<p><input checked="" type="checkbox"/> P or <input type="checkbox"/> OD and Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input type="checkbox"/> S/O <input checked="" type="checkbox"/> D</p> <p><input type="checkbox"/> N</p> <p><b>Title/Description:</b> The Cask of Amontillado/ Write a brief essay analyzing how Poe uses sensory details to establish the setting.</p>		<b>X</b>		
<p><input type="checkbox"/> P or <input checked="" type="checkbox"/> OD and Structure: <input type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input type="checkbox"/> S/O <input checked="" type="checkbox"/> D</p> <p><input checked="" type="checkbox"/> N</p> <p><b>Title/Description:</b> The Most Dangerous Game/Based on what you've read on Sanger Rainsford, use your imagination to create a story that tells us what happens to this character after his victorious battle with the evil General Zaroff.</p>			<b>X</b>	
<p><input checked="" type="checkbox"/> P or <input checked="" type="checkbox"/> OD and Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input type="checkbox"/> S/O <input checked="" type="checkbox"/> D</p> <p><input type="checkbox"/> N</p> <p>The Gift of the Magi/ What is the main theme in "The Gift of the Magi?" Use clear examples from the story to explain the theme. Consider the words and actions of the main characters. You may also want to consider the author's voice in the story.</p>		<b>X</b>		

___ <b>X</b> ___ P or ___ OD and Structure: ___ C/C ___ <b>X</b> ___ C/E ___ P/S ___ <b>X</b> ___ S/O ___ <b>X</b> ___ D ___ <b>X</b> ___ N <b>Title/Description:</b> The Scarlet Ibis/After the arrival of the scarlet ibis, the most significant event for Doodle in this story is learning to walk. Imagine that you are Doodle, and write a letter to your brother about this experience. Tell him how you felt before, during, and after you learned to walk. Write about negative as well as positive feelings.			<b>X</b>	<b>X</b>	
<b>Assessment Evidence:</b>					
<b>Performance Tasks:</b> Narratives PARCC Writing with Rubric Comprehension and Analysis Questions Outlines Study guides for selections Graphic Organizers/Venn Diagrams Plot Diagrams		<b>Other Assessment Measures:</b> Progress Monitoring Vocabulary and Grammar Warm-ups Vocabulary and Grammar Quizzes Comprehension quizzes Unit Test Completed Writing Pieces Exit Slips Benchmark			
<b>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</b>					

<b>Comprehension Questions</b>	<p>During and after reading, teacher will ask comprehension questions to guide classroom discussion and/or have students share &amp; discuss in pairs and/or initiate a writing task. Questions will range from broad (such as: “What are some of the hardships the author describes?” and “What images affect you most in the passage?”) to more specific and literary (such as: “Which first-person account seems most reliable to you? Why?” and “How does the author want audiences to react?”)</p> <p>Differentiation: The teacher will provide more guidance to struggling learners. The teacher will have higher-level learners generate their own comprehension questions.</p>
<b>Guided Reading</b>	<p>Present audio version or read aloud one or more selections of literature. Before, during, and after reading, discuss with students the author’s tone. Lead students to identify the author’s feelings, especially juxtaposing feelings, and discuss how background, personal experiences, and surroundings contribute to tone. Then students will highlight evidence of the author’s feelings and analyze tone as a writing technique.</p> <p>Differentiation: The teacher may preview top and upcoming skill with struggling readers/learners. The teacher may have higher-level readers/learners complete dialectical journal before, during, and after reading.</p>
<b>Graphic Organizers</b>	<p>Guide students to identify and classify the audience, subject, context, and purpose of the studied exploration narratives and puritan works. Additionally, graphic organizer can contain examples of word choice and details used by authors, or include allusions for enrichment. The structured analysis shows the ways readers can consider individual parts of literature in order to understand the whole.</p> <p>Differentiation: The teacher will provide modified levels of graphic organizers to use for various learners.</p>
<b>Weekly Assessment (Vocabulary, Grammar, Reading)</b>	<p>The teacher will guide and model how to take weekly assessments including vocabulary quizzes which may include matching, fill-in-the-blank, and word in context sections. Reading assessment may include quizzes/tests in a variety structures. The teacher may present students with portions of PARCC-released exams, or teacher-created PARCC-style material and model testing conditions in the classroom.</p> <p>Differentiation: The teacher may read the test and answer choices as needed.</p>



<b><i>Independent Reading</i></b>	<p>Introduce text with consideration of the meanings of the sections and preview images and captions with students. Students will read independently demonstrating active reading by annotating the text to show techniques the author uses, and/or respond in writing to reading strategy &amp; literary analysis questions which correspond with specific texts as presented in the textbook. Lead full-class discussion and/or facilitate small group discussion, prompting students to sort out literary techniques, thematic connections, and/or similarities and differences among studied materials.</p> <p>Differentiation: The teacher will group students in the way they feel best suits the assigned discussion/task.</p>
<b>Additional General Modifications</b>	<ul style="list-style-type: none"> <li>- 'chunking' new material</li> <li>- Providing step by step prompts</li> <li>- Repeated practice</li> <li>- Sequenced review</li> <li>- Directed questioning and responses</li> <li>- Sequence tasks from easy to difficult</li> <li>- Individual/small group/whole group</li> <li>- Independent writing</li> <li>- Make predictions</li> <li>- Set goals</li> <li>- Modeling- teacher demonstrates, students use model to problem solve</li> <li>- Meaningful, real-life connections</li> <li>- Warm up activities &amp; exit slips</li> </ul>
<b>Resources:</b>	
Prentice Hall Literature, Grade 9, Penguin Edition	
<b>Suggested Time Frame</b>	Roughly 35 days

Content Area:	English	Grade(s): 9
Unit Plan Title:	Unit 2: Nonfiction and Research Writing	
Overview/Rationale		
Read an array of essays, articles, and speeches while identifying the main idea and supporting details. Analyze and evaluate persuasive texts.		
Standard(s) Number and Description		
Standards for Reading		
<p><b>RI.9-10.1.</b> Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>RI.9-10.2.</b> Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p><b>RI.9-10.3.</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>RI.9-10.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b>RI.9-10.5.</b> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><b>RI.9-10.6.</b> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p> <p><b>RI.9-10.7.</b> Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>		

**RI.9-10.8.** Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

**RI.9-10.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

**RI.9-10.10.** By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

### **Standards for Writing**

**W.9-10.2.** 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 to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient 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 to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.9-10.7.** 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.9-10.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

**W.9-10.9.** Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

- A. Apply *grades 9–10 Reading standards* to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and

fallacious reasoning”).

**W.9-10.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Standards for Speaking and Listening**

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 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. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

**SL.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**SL.9-10.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

**SL.9-10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**SL.9-10.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

**SL.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

### **Standards for Language**

**L.9-10.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent,

dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**L.9-10.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.

**L.9-10.3.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

**L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotation.

#### **Technology Standard(s) Number and Description**

**TECH.8.1.12.A.CS1** Understand and use technology systems.

**TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

**TECH.8.1.12.B.CS1** Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.12.B.CS2** Create original works as a means of personal or group expression.

**TECH.8.1.12.E.CS2** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**TECH.8.1.12.F.CS1** Identify and define authentic problems and significant questions for investigation.

#### **Interdisciplinary Standard(s) Number and Description**

**SOC.6.1.12.D.3.e** Determine the impact of religious and social movements on the development of American culture, literature, and art.

**SOC.6.2.12.B.6.a** Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

### Enduring Understandings:

Students will analyze how works reflect historical/social events and conditions.  
 Students will evaluate appropriateness of diction and figurative language.  
 Students will differentiate essential and nonessential information and differentiate fact vs. opinion.  
 Demonstrate effective delivery strategies.

### Essential Questions :

What details portray the author's perspective?  
 How do the author's surroundings affect his or her point of view?  
 What does the author's diction, syntax, or tone reveals about his/her purpose?  
 How do I correctly write an APA Research Paper?

### 21<sup>st</sup> Century Connections

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Interdisciplinary Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<b>X</b>	Global Awareness	E,T, A	Critical Thinking and Problem Solving
<b>X</b>	Environmental Literacy	E,A	Creativity and Innovation

	Health Literacy	E,T, A	Communication and Collaboration
X	Civic Literacy	E	Flexibility and Adaptability
	Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
		E,T, A	Social and Cross-Cultural Skills
		E,A	Productivity and Accountability
		E,T	Leadership and Responsibility
		E,T	Information Literacy Skills
		E, T, A	Media Literacy Skills
		E,T, A	Information, Communication, and Technology (ICT) Literacy
<b>Career Ready Practices:</b>			
<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>			

E, A	CRP1. Act as a responsible and contributing citizen and employee
E, T, A	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
E, T, A	CRP4. Communicate clearly and effectively with reason
E, T, A	CRP5. Consider the environmental, social and economic impacts of decisions
E, T, A	CRP6. Demonstrate creativity and innovation
E, T, A	CRP7. Employ valid and reliable research strategies
E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E, T, A	CRP9. Model integrity, ethical leadership, and effective management
E, T	CRP10. Plan education and career paths aligned to personal goals
E, T, A	CRP11. Use technology to enhance productivity
E, T, A	CRP12. Work productively in teams while using cultural global competence
<b>Student Learning Goals/Objectives:</b>	
<b>Students will know....</b> <ul style="list-style-type: none"> <li>- How to distinguish the techniques of narrative, reflective and persuasive writing.</li> <li>- How to identify main idea and supporting details.</li> <li>- How to utilize repetition within writing in order to add a sense of urgency.</li> <li>- How to recognize appeals to reason and emotion within persuasive text</li> <li>- How to use textual evidence to identify new vocabulary.</li> </ul>	<b>Students will be able to (do)...</b> <ul style="list-style-type: none"> <li>- Explain how tone impacts the author's message</li> <li>- Analyze persuasive appeals to emotion and reason.</li> <li>- Identify rhetorical devices used in various types of nonfiction writing.</li> <li>- Correctly distinguish between fact and opinion.</li> <li>- Prepare an outline to aid them in their essay writing.</li> </ul>



Key Vocabulary and Terms:		
diction, tone, syntax, main idea, supporting details, expository, description, comparison/contrast, cause/effect, persuasive essay, appeals to emotion, rhetorical devices, parallelism restatement, repetition, analogy, hyperbole, understatement, ethos, pathos, logos, thesis, APA		
Texts Included (List in Order of Increasing Complexity)	Check Type	
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution</b> <b>S/O – Sequence/Order</b> <b>D = Description N = Narrative Type: L = Literary I = Informational</b>	L	I
<b>Structure (Check appropriate choice):</b> ___ C/C <b>_X_</b> C/E <b>_X_</b> P/S <b>_X_</b> S/O <b>_X_</b> D <b>_X_</b> N <b>Title/Information:</b> Rudolfo A. Anaya - Celebration of Grandfathers (Pages 404-411)		<b>X</b>
<b>Structure (Check appropriate choice):</b> ___ C/C <b>_X_</b> C/E <b>_X_</b> P/S <b>_X_</b> S/O <b>_X_</b> D <b>_X_</b> N <b>Title/Information:</b> Lady Bird Johnson - White House Diaries (Pages 98-103)		<b>X</b>
<b>Structure (Check appropriate choice):</b> ___ C/C <b>_X_</b> C/E <b>_X_</b> P/S <b>_X_</b> S/O <b>_X_</b> D <b>_X_</b> N <b>Title/Information:</b> Martin Luther King JR. - I Have a Dream (Pages 494-499)		<b>X</b>

<b>Structure (Check appropriate choice):</b> <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N					<b>X</b>								
<b>Title/Information:</b> Franklin Delano Roosevelt - First Inaugural Address (Pages 503-509)													
<b>Writing Assignments Identify Writing Structure, Type, and Assignment Title/Description</b>					<b>Check Type</b>								
<b>KEY: Structure:</b> C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order <b>D = Description N = Narrative Type: A = Argument E = Explanatory/Informational N = Narrative R = Research</b>					<table border="1"> <tr> <td>A</td> <td>E</td> <td>N</td> <td>R</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	A	E	N	R				
A	E	N	R										
<input checked="" type="checkbox"/> Process <input type="checkbox"/> On Demand <b>AND</b> Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N					<table border="1"> <tr> <td></td> <td><b>X</b></td> <td></td> <td><b>X</b></td> </tr> </table>		<b>X</b>		<b>X</b>				
	<b>X</b>		<b>X</b>										
<b>Title/Description</b> Research Paper on a Famous Persuasive Speech - Students must analyze their chosen speeches as arguments and write an essay about their effectiveness considering the context and audience in which they were delivered. Essays should briefly explain the historical context in which they were delivered and identify and explain the rhetorical strategies that the author deliberately chose while crafting the text. What makes the speech so remarkable? How did the author's rhetoric evoke a response from the audience? Why are the words still venerated today? Students will use secondary sources to answer these questions and type their essays in APA style. This will be graded using the MTHS research rubric.													
<b>Assessment Evidence:</b>													
<b>Performance Tasks:</b> Informational PARCC Reading Comprehension and Analysis Questions			<b>Other Assessment Measures:</b> Progress Monitoring Vocabulary and Grammar warm-ups										

<p>Outlines</p> <p>Study guides for selections</p> <p>Graphic Organizers/Venn Diagrams</p> <p>Research Paper</p>	<p>Vocabulary and Grammar Quizzes</p> <p>Comprehension quizzes</p> <p>Unit Test</p> <p>Completed Writing Pieces</p> <p>Exit Slips</p> <p>Benchmark</p> <p>Research Paper</p>
<p><b><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></b></p>	
<p><b>Comprehension Questions</b></p>	<p>During and after reading, teacher will ask comprehension questions to guide classroom discussion and/or have students share &amp; discuss in pairs and/or initiate a writing task. Questions will range from broad (such as: “What are some of the hardships the author describes?” and “What images affect you most in the passage?”) to more specific and literary (such as: “Which first-person account seems most reliable to you? Why?” and “How does the author want audiences to react?”)</p> <p>Differentiation: The teacher will provide more guidance to struggling learners. The teacher will have higher-level learners generate their own comprehension questions.</p>
<p><b>Guided Reading</b></p>	<p>Present audio version or read aloud one or more selections of literature. Before, during, and after reading, discuss with students the author’s tone. Lead students to identify the author’s feelings, especially juxtaposing feelings, and discuss how background, personal experiences, and surroundings contribute to tone. Then students will highlight evidence of the author’s feelings and analyze tone as a writing technique.</p> <p>Differentiation: The teacher may preview top and upcoming skill with struggling readers/learners. The teacher may have higher-level readers/learners complete dialectical journal before, during, and after reading.</p>
<p><b>Graphic Organizers</b></p>	<p>Guide students to identify and classify the audience, subject, context, and purpose of the studied exploration narratives and puritan works. Additionally, graphic organizer can contain examples of word choice and details used by authors, or include allusions for enrichment. The structured analysis shows the ways readers can consider individual parts of literature in order to understand the whole.</p>

	<i>Differentiation: The teacher will provide modified levels of graphic organizers to use for various learners.</i>
<b>Weekly Assessment (Vocabulary, Grammar, Reading)</b>	<p>The teacher will guide and model how to take weekly assessments including vocabulary quizzes which may include matching, fill-in-the-blank, and word in context sections. Reading assessment may include quizzes/tests in a variety structures. The teacher may present students with portions of PARCC-released exams, or teacher-created PARCC-style material and model testing conditions in the classroom.</p> <p>Differentiation: The teacher may read the test and answer choices as needed.</p>
<b>Independent Reading</b>	<p>Introduce text with consideration of the meanings of the sections and preview images and captions with students. Students will read independently demonstrating active reading by annotating the text to show techniques the author uses, and/or respond in writing to reading strategy &amp; literary analysis questions which correspond with specific texts as presented in the textbook. Lead full-class discussion and/or facilitate small group discussion, prompting students to sort out literary techniques, thematic connections, and/or similarities and differences among studied materials.</p> <p>Differentiation: The teacher will group students in the way they feel best suits the assigned discussion/task.</p>
<b>Research Paper</b>	<p>Introduce students to preparing a research paper according to APA publication standards. Assist students in understanding what APA publications are about, and how to format a paper, cite references in text, and create a reference section according to APA standards. Introduce students to the need for evaluating online resources.</p> <p>Differentiation: The teacher will modify the assignment length, number or resources, or even topic in order to better accommodate the student.</p>
<b>Additional General Modifications</b>	<ul style="list-style-type: none"> <li>- 'chunking' new material</li> <li>- Providing step by step prompts</li> <li>- Repeated practice</li> <li>- Sequenced review</li> <li>- Directed questioning and responses</li> <li>- Sequence tasks from easy to difficult</li> <li>- Individual/small group/whole group</li> <li>- Independent writing</li> <li>- Make predictions</li> </ul>

	<ul style="list-style-type: none"> <li>- Set goals</li> <li>- Modeling- teacher demonstrates, students use model to problem solve</li> <li>- Meaningful, real-life connections</li> <li>- Warm up activities &amp; exit slips</li> </ul>
Resources:	
Prentice Hall Literature, Grade 9, Penguin Edition	
Suggested Time Frame	Roughly 35 days

Content Area:	Freshmen English	Grade(s): 9
Unit Plan Title:	Unit 3: Drama - “Romeo and Juliet” and Argumentative Writing	
Overview/Rationale		
Read “The Tragedy of Romeo and Juliet”, one of Shakespeare’s most famous plays. Students will make connections to the themes and conflicts presented throughout the play.		
Standard(s) Number and Description		
Standards for Reading		
<p><b>RL.9-10.1.</b> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>RL.9-10.2.</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p><b>RL.9-10.3.</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>RL.9-10.4.</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>RL.9-10.5.</b> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p><b>RL.9-10.6.</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>RL.9-10.9.</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p><b>RL.9-10.10.</b> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or</p>		

above with scaffolding as needed.

### **Standards for Writing**

**W.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) 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 style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

**W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.9-10.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.9.** Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

- A. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

### **Standards for Speaking and Listening**

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 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. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate

- views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

## Standards for Language

- L.9-10.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - A. Use parallel structure.
  - B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.9-10.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - B. Use a colon to introduce a list or quotation.
  - C. Spell correctly.
- L.9-10.3.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
  - A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
  - A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
  - C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  - D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  - B. Analyze nuances in the meaning of words with similar denotations.
- L.9-10.6.** 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.

#### **Technology Standard(s) Number and Description**

**TECH.8.1.12.A.CS1** Understand and use technology systems.

**TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

**TECH.8.1.12.B.CS1** Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.12.B.CS2** Create original works as a means of personal or group expression.

#### **Interdisciplinary Standard(s) Number and Description**

**SCI.9-12.5.1.12.C.1** Reflect on and revise understandings as new evidence emerges.

**SCI.9-12.5.1.12.C.3** Consider alternative theories to interpret and evaluate evidence-based arguments.

**SOC.6.3.12.CS3** - Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.

**SOC.6.3.12.CS4**- Critically analyze information, make ethical judgments, and responsibly address controversial issues.

**SOC.6.3.12.CS5**- Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.

**SOC.6.3.12.CS6**- Make informed and reasoned decisions and accept responsibility for the consequences.

#### **Enduring Understandings:**

Students will actively read Shakespearean drama with fluency and comprehension.

Students will identify, describe, evaluate, and synthesize central ideas in text.

Students will analyze character motive and accountability.

#### **Essential Questions :**

How does Shakespeare use elements of drama to create a tragic hero?

How does the plot in each act help to reveal themes?

How does dialogue advance the action of a play?

How do fate, character flaws, and motive contribute to a tragic hero's downfall?

How do I effectively write an argument essay?

## 21<sup>st</sup> Century Connections

*Check all that apply.*  
**21<sup>st</sup> Century Interdisciplinary Themes**

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, and/or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*  
**21<sup>st</sup> Century Skills**

x	Global Awareness	E,T, A	Critical Thinking and Problem Solving
x	Environmental Literacy	E,A	Creativity and Innovation
	Health Literacy	E,T, A	Communication and Collaboration
	Civic Literacy	E	Flexibility and Adaptability
	Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
		E,T, A	Social and Cross-Cultural Skills
		E,A	Productivity and Accountability
		E,T	Leadership and Responsibility

		E,T	Information Literacy Skills
		E	Media Literacy Skills
		E,T, A	Information, Communication, and Technology (ICT) Literacy
<b>Career Ready Practices:</b>			
<p><i>Indicate whether these skills are <b>E</b>-Encouraged, <b>T</b>-Taught, or <b>A</b>-Assessed in this unit by marking <b>E, T, A</b> on the line before the appropriate skill.</i></p>			

E, A	CRP1. Act as a responsible and contributing citizen and employee
E, T, A	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
E, T, A	CRP4. Communicate clearly and effectively with reason
E, T, A	CRP5. Consider the environmental, social and economic impacts of decisions
E, T, A	CRP6. Demonstrate creativity and innovation
E, T, A	CRP7. Employ valid and reliable research strategies
E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E, T, A	CRP9. Model integrity, ethical leadership, and effective management
E, T	CRP10. Plan education and career paths aligned to personal goals
E, T, A	CRP11. Use technology to enhance productivity
E, T, A	CRP12. Work productively in teams while using cultural global competence
<b>Student Learning Goals/Objectives:</b>	
<b>Students will know....</b> <ul style="list-style-type: none"> <li>- Background information of William Shakespeare and his impact on modern English language.</li> <li>- The history of the Globe Theater.</li> <li>- How to use stage directions when reading a play.</li> <li>- How to identify Blank Verse.</li> <li>- How to decipher types of dramatic speech.</li> <li>- How dramatic irony adds interest to a plot line.</li> </ul>	<b>Students will be able to (do)...</b> <ul style="list-style-type: none"> <li>- Utilize stage directions to read a play with intonation and accuracy.</li> <li>- Recall important historical information regarding Shakespearean theater.</li> <li>- Distinguish character rank based on Blank Verse</li> <li>- Cite textual evidence to support claims.</li> <li>- Compare types of dramatic speech.</li> <li>- Paraphrase Old English.</li> </ul>

<ul style="list-style-type: none"> <li>- How motive drive a character's actions</li> <li>- How to write a persuasive essay.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze the emotional effects of dramatic irony.</li> <li>- Prove that "Romeo and Juliet" is a tragedy.</li> <li>- Prove who is to blame for Romeo and Juliet's death through a persuasive/argument essay.</li> </ul>							
<b>Key Vocabulary and Terms:</b>								
Dialogue, Stage Directions, Blank Verse, Soliloquy, Aside, Monologue, Allusion, dramatic Irony, Comic Relief, Puns, Tragedy, Motive, Archetypal Theme								
<b>Texts Included (List in Order of Increasing Complexity)</b>				<b>Check Type</b>				
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b> <b>D = Description N = Narrative Type: L = Literary I = Informational</b>				<table border="1"> <tr> <td>L</td> <td>I</td> </tr> </table>	L	I		
L	I							
<b>Structure (Check appropriate choice):</b> ___ C/C <b>_X_</b> C/E <b>_X_</b> P/S <b>_X_</b> S/O <b>_X_</b> D ___ N <b>Title/Information:</b> William Shakespeare - <i>Romeo and Juliet</i> (Pages 730–847)				<table border="1"> <tr> <td><b>X</b></td> <td></td> </tr> </table>	<b>X</b>			
<b>X</b>								
<b>Writing Assignments Identify Writing Structure, Type, and Assignment Title/Description</b>				<b>Check Type</b>				
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b> <b>D = Description N = Narrative Type: A = Argument E = Explanatory/Informational N = Narrative R = Research</b>				<table border="1"> <tr> <td>A</td> <td>E</td> <td>N</td> <td>R</td> </tr> </table>	A	E	N	R
A	E	N	R					
<b>_X_ Process ___ On Demand AND Structure: _X_ C/C _X_ C/E ___ P/S</b>				<table border="1"> <tr> <td><b>X</b></td> <td><b>X</b></td> <td></td> <td></td> </tr> </table>	<b>X</b>	<b>X</b>		
<b>X</b>	<b>X</b>							

____ S/O    __X__ D    ____ N					
<b>Romeo and Juliet/Description:</b> Persuasive Essay - Who is most responsible for the deaths of Romeo and Juliet? Focused on three main areas: claims, reasons, and evidence. The essay will have five paragraphs: an introductory paragraph, three body paragraphs, and a concluding paragraph. Within the body of your essay, two of the paragraphs will attempt to prove the character’s culpability in the tragedy, while a third body paragraph will offer a counter- claim that acknowledges that another character might have also been responsible for the tragedy but not as much as the character you selected (this will be your refutation).					
<b>Assessment Evidence:</b>					
<b>Performance Tasks:</b> PARCC Writing with Rubric Comprehension and Analysis Questions Outlines Study guides for selections Graphic Organizers/Venn Diagrams Plot Diagrams		<b>Other Assessment Measures:</b> Progress Monitoring Vocabulary and Grammar warm-ups Vocabulary and Grammar Quizzes Comprehension quizzes Unit Test Completed Writing Pieces Exit Slips Benchmark			
<b>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</b>					
<b>Comprehension Questions</b>	During and after reading, teacher will ask comprehension questions to guide classroom discussion and/or have students share & discuss in pairs and/or initiate a writing task. Questions will range from broad (such as: “What are some of the hardships the author describes?” and “What images affect you most in the passage?”) to more specific and literary (such as: “Which first-person account seems most reliable to you? Why?” and “How does the author want audiences to react?”)				

	<p>Differentiation: The teacher will provide more guidance to struggling learners. The teacher will have higher-level learners generate their own comprehension questions.</p>
<b>Guided Reading</b>	<p>Present audio version or read aloud one or more selections of literature. Before, during, and after reading, discuss with students the author's tone. Lead students to identify the author's feelings, especially juxtaposing feelings, and discuss how background, personal experiences, and surroundings contribute to tone. Then students will highlight evidence of the author's feelings and analyze tone as a writing technique.</p> <p>Differentiation: The teacher may preview top and upcoming skill with struggling readers/learners. The teacher may have higher-level readers/learners complete dialectical journal before, during, and after reading.</p>
<b>Graphic Organizers</b>	<p>Guide students to identify and classify the audience, subject, context, and purpose of the studied exploration narratives and puritan works. Additionally, graphic organizer can contain examples of word choice and details used by authors, or include allusions for enrichment. The structured analysis shows the ways readers can consider individual parts of literature in order to understand the whole.</p> <p>Differentiation: The teacher will provide modified levels of graphic organizers to use for various learners.</p>
<b>Weekly Assessment (Vocabulary, Grammar, Reading)</b>	<p>The teacher will guide and model how to take weekly assessments including vocabulary quizzes which may include matching, fill-in-the-blank, and word in context sections. Reading assessment may include quizzes/tests in a variety structures. The teacher may present students with portions of PARCC-released exams, or teacher-created PARCC-style material and model testing conditions in the classroom.</p> <p>Differentiation: The teacher may read the test and answer choices as needed.</p>
<b>Independent Reading</b>	<p>Introduce text with consideration of the meanings of the sections and preview images and captions with students. Students will read independently demonstrating active reading by annotating the text to show techniques the author uses, and/or respond in writing to reading strategy &amp; literary analysis questions which correspond with specific texts as presented in the textbook. Lead full-class discussion and/or facilitate small group discussion, prompting students to sort out literary techniques, thematic connections, and/or similarities and differences among studied materials.</p>

	Differentiation: The teacher will group students in the way they feel best suits the assigned discussion/task.
<b>Additional General Modifications</b>	<ul style="list-style-type: none"> <li>- 'chunking' new material</li> <li>- Providing step by step prompts</li> <li>- Repeated practice</li> <li>- Sequenced review</li> <li>- Directed questioning and responses</li> <li>- Sequence tasks from easy to difficult</li> <li>- Individual/small group/whole group</li> <li>- Independent writing</li> <li>- Make predictions</li> <li>- Set goals</li> <li>- Modeling- teacher demonstrates, students use model to problem solve</li> <li>- Meaningful, real-life connections</li> <li>- Warm up activities &amp; exit slips</li> </ul>
<b>Resources:</b>	
Prentice Hall Literature, Grade 9, Penguin Edition	
<b>Suggested Time Frame</b>	Roughly 35 days



Content Area:	Freshmen English	Grade(s): 9
Unit Plan Title:	Unit 4: Epic Poem - “Odyssey” and Analytical Writing	
Overview/Rationale		
Through reading the “Odyssey”, students will learn to recognize how the culture and time period in which a work of literature is set affects the work. They will also learn to use their own experiences to relate to a different culture and to use directions in text to add to their cultural understanding.		
Standard(s) Number and Description		
Standards for Reading		
<p><b>RL.9-10.1.</b> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>RL.9-10.2.</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p><b>RL.9-10.3.</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>RL.9-10.4.</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>RL.9-10.5.</b> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p><b>RL.9-10.6.</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>RL.9-10.7.</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p> <p><b>RL.9-10.9.</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws</p>		

on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

**RL.9-10.10.** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

### **Standards for Writing**

**W.9-10.2.** 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 to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient 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 to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.9-10.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.9.** Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

- A. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

### **Standards for Speaking and Listening**

- SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 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. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
  - C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.9-10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.9-10.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- SL.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

### Standards for Language

- L.9-10.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Use parallel structure.
  - B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.9-10.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - B. Use a colon to introduce a list or quotation.
  - C. Spell correctly.
- L.9-10.3.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

**L.9-10.6.** 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.

#### **Technology Standard(s) Number and Description**

**TECH.8.1.12.A.CS1** Understand and use technology systems.

**TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

**TECH.8.1.12.B.CS1** Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.12.B.CS2** Create original works as a means of personal or group expression.

#### **Interdisciplinary Standard(s) Number and Description**

**VPA.1.4.12.B.CS1** Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.

**SCI.9-12.5.1.12.C.1** Reflect on and revise understandings as new evidence emerges.

**SOC.6.2.12** - All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

**SOC.6.3.12.CS4-** Critically analyze information, make ethical judgments, and responsibly address controversial issues.

**SOC.6.3.12.CS5-** Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.

**SOC.6.3.12.CS6-** Make informed and reasoned decisions and accept responsibility for the consequences

**Enduring Understandings:**

Students will actively read the “Odyssey” with fluency and comprehension.  
Students will identify, describe, evaluate, and synthesize central ideas in text.  
Students will analyze character motive and accountability and make connections to their own cultural experiences.

**Essential Questions :**

How does an epic poem blend historical events and fantasy to create a memorable epic hero?  
What positive and negative traits are revealed in the main character from the epic poem?  
What is the major conflict?  
What words are critical for reading epic poetry?  
What customs and values are displayed in the epic poem?

**21<sup>st</sup> Century Connections**

<i>Check all that apply.</i>			<i>Indicate whether these skills are <b>E</b>-Encouraged, <b>T</b>-Taught, and/or <b>A</b>-Assessed in this unit by marking <b>E, T, A</b> on the line before the appropriate skill.</i>		
<b>21<sup>st</sup> Century Interdisciplinary Themes</b>			<b>21<sup>st</sup> Century Skills</b>		
	<b>X</b>	Global Awareness		<b>E,T, A</b>	Critical Thinking and Problem Solving
	<b>X</b>	Environmental Literacy		<b>E,A</b>	Creativity and Innovation
		Health Literacy		<b>E,T, A</b>	Communication and Collaboration
		Civic Literacy		<b>E</b>	Flexibility and Adaptability

Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
	E,T, A	Social and Cross-Cultural Skills
	E,A	Productivity and Accountability
	E,T	Leadership and Responsibility
	E,T	Information Literacy Skills
	E	Media Literacy Skills
	E,T, A	Information, Communication, and Technology (ICT) Literacy

#### Career Ready Practices:

*Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.*

E, A	CRP1. Act as a responsible and contributing citizen and employee
E, T, A	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
E, T, A	CRP4. Communicate clearly and effectively with reason
E, T, A	CRP5. Consider the environmental, social and economic impacts of decisions

E, T, A	CRP6. Demonstrate creativity and innovation
E, T, A	CRP7. Employ valid and reliable research strategies
E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E, T, A	CRP9. Model integrity, ethical leadership, and effective management
E, T	CRP10. Plan education and career paths aligned to personal goals
E, T, A	CRP11. Use technology to enhance productivity
E, T, A	CRP12. Work productively in teams while using cultural global competence
<b>Student Learning Goals/Objectives:</b>	
<b>Students will know....</b> <ul style="list-style-type: none"> <li>- Background information of Homer and the “Odyssey”.</li> <li>- The history of the Trojan War.</li> <li>- How to analyze the influence of cultural and historical context.</li> <li>- How conflict often tests a character’s moral values.</li> <li>- How motives drive a character's actions.</li> <li>- How to write an analytical essay.</li> </ul>	<b>Students will be able to (do)...</b> <ul style="list-style-type: none"> <li>- Recall the history of the Trojan War.</li> <li>- Prove that Odysseus is a Epic Hero.</li> <li>- Evaluate why the “Odyssey” has remained such an enduring work of literature.</li> <li>- Compare and contrast the cultural values reflected in Homer’s “Odyssey” to current values in today’s society.</li> </ul>
<b>Key Vocabulary and Terms:</b>	
Epic, Epic Hero, Flashback, Epic Simile	
<b>Texts Included (List in Order of Increasing Complexity)</b>	<b>Check Type</b>

<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution</b> <b>S/O – Sequence/Order</b> <b>D = Description N = Narrative</b> <b>Type: L = Literary I = Informational</b>	L	I
<b>Structure (Check appropriate choice):</b> <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> <b>Title/Information:</b> Homer- <i>Odyssey</i> (Pages 950-1017)	X	
<b>Writing Assignments Identify Writing Structure, Type, and Assignment Title/Description</b>	<b>Check Type</b>	
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b> <b>D = Description N = Narrative</b> <b>Type: A = Argument E = Explanatory/Informational N = Narrative R = Research</b>	A	E
<input checked="" type="checkbox"/> Process <input type="checkbox"/> On Demand AND Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input type="checkbox"/> P/S <input type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N <b>Title/Description:</b> Analytical Essay Options- 1. Examine the ways in which it can be said that Homer's the "Odyssey" is a heroic journey that is both physical and spiritual in nature. Specifically, what is the purpose of the journey, and what lessons are learned on it? What is Homer's message? 2. Explain Homer's presentation of women in the "Odyssey". What characters represent which of the archetypes of faithful wife, temptress, disloyal wife/ destroyer, and monster? What is the purpose of these depictions? 3. What is the nature of man's relationship with the gods as it is depicted in the "Odyssey"? What overall message or lesson does this depiction serve to support in the work? 4. Discuss the value of loyalty within Odysseus' world. To what extent are our main characters loyal to one another? What are the consequences of disloyalty? How does Homer develop his message? 5. Examine Homer's ideas about the nature of Heroism. What is it that is most valued by the Greeks in their heroes?	X	



How does the nature of Odysseus’ heroism change after the battle of Troy as he tries to make his way home?								
Assessment Evidence:								
<b>Performance Tasks:</b> PARCC Writing with Rubric Comprehension and Analysis Questions Outlines Study guides for selections Graphic Organizers/Venn Diagrams Plot Diagrams					<b>Other Assessment Measures:</b> Progress Monitoring Vocabulary and Grammar warm-ups Vocabulary and Grammar Quizzes Comprehension quizzes Unit Test Completed Writing Pieces Exit Slips Benchmark			
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)								
Comprehension Questions		During and after reading, teacher will ask comprehension questions to guide classroom discussion and/or have students share & discuss in pairs and/or initiate a writing task. Questions will range from broad (such as: “What are some of the hardships the author describes?” and “What images affect you most in the passage?”) to more specific and literary (such as: “Which first-person account seems most reliable to you? Why?” and “How does the author want audiences to react?”)  Differentiation: The teacher will provide more guidance to struggling learners. The teacher will have higher-level learners generate their own comprehension questions.						
Guided Reading		Present audio version or read aloud one or more selections of literature. Before, during, and after reading, discuss with students the author’s tone. Lead students to identify the author’s feelings, especially juxtaposing feelings, and discuss how background, personal experiences, and surroundings contribute to tone. Then students will highlight evidence of the author’s feelings and analyze tone as a writing technique.						

	<p>Differentiation: The teacher may preview top and upcoming skill with struggling readers/learners. The teacher may have higher-level readers/learners complete dialectical journal before, during, and after reading.</p>
<b>Graphic Organizers</b>	<p>Guide students to identify and classify the audience, subject, context, and purpose of the studied exploration narratives and puritan works. Additionally, graphic organizer can contain examples of word choice and details used by authors, or include allusions for enrichment. The structured analysis shows the ways readers can consider individual parts of literature in order to understand the whole.</p> <p>Differentiation: The teacher will provide modified levels of graphic organizers to use for various learners.</p>
<b>Weekly Assessment (Vocabulary, Grammar, Reading)</b>	<p>The teacher will guide and model how to take weekly assessments including vocabulary quizzes which may include matching, fill-in-the-blank, and word in context sections. Reading assessment may include quizzes/tests in a variety structures. The teacher may present students with portions of PARCC-released exams, or teacher-created PARCC-style material and model testing conditions in the classroom.</p> <p>Differentiation: The teacher may read the test and answer choices as needed.</p>
<b>Independent Reading</b>	<p>Introduce text with consideration of the meanings of the sections and preview images and captions with students. Students will read independently demonstrating active reading by annotating the text to show techniques the author uses, and/or respond in writing to reading strategy &amp; literary analysis questions which correspond with specific texts as presented in the textbook. Lead full-class discussion and/or facilitate small group discussion, prompting students to sort out literary techniques, thematic connections, and/or similarities and differences among studied materials.</p> <p>Differentiation: The teacher will group students in the way they feel best suits the assigned discussion/task.</p>
<b>Additional General Modifications</b>	<ul style="list-style-type: none"> <li>- 'chunking' new material</li> <li>- Providing step by step prompts</li> <li>- Repeated practice</li> <li>- Sequenced review</li> <li>- Directed questioning and responses</li> </ul>

	<ul style="list-style-type: none"> <li>- Sequence tasks from easy to difficult</li> <li>- Individual/small group/whole group</li> <li>- Independent writing</li> <li>- Make predictions</li> <li>- Set goals</li> <li>- Modeling- teacher demonstrates, students use model to problem solve</li> <li>- Meaningful, real-life connections</li> <li>- Warm up activities &amp; exit slips</li> </ul>
Resources:	
Prentice Hall Literature, Grade 9, Penguin Edition	
Suggested Time Frame	Roughly 35 days

Content Area:	Freshmen English	Grade(s): 9
Unit Plan Title:	Unit 5: The Novel	
Overview/Rationale		
Through reading novels, students broaden their understanding of the world, which will aid them throughout life’s challenges. Reading stories helps to foster more tolerant towards other cultures and more understanding in the contacts with people. A reader knows there’s always more to people than what the first page shows.		
Standard(s) Number and Description		
Standards for Reading		
<p><b>RL.9-10.1.</b> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>RL.9-10.2.</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p><b>RL.9-10.3.</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>RL.9-10.4.</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>RL.9-10.5.</b> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p><b>RL.9-10.6.</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>RL.9-10.7.</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p>		

**RL.9-10.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

**RL.9-10.10.** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

### **Standards for Writing**

**W.9-10.2.** 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 to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient 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 to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.9-10.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.9.** Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

- A. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

### **Standards for Speaking and Listening**

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 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. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

**SL.9-10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**SL.9-10.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

**SL.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

## **Standards for Language**

**L.9-10.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**L.9-10.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.

**L.9-10.3.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

**L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

**L.9-10.6.** 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.

#### **Technology Standard(s) Number and Description**

**TECH.8.1.12.A.CS1** Understand and use technology systems.

**TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

**TECH.8.1.12.B.CS1** Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.12.B.CS2** Create original works as a means of personal or group expression.

#### **Interdisciplinary Standard(s) Number and Description**

**VPA.1.4.12.B.CS1** Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.

**SCI.9-12.5.1.12.C.1** Reflect on and revise understandings as new evidence emerges.

**SOC.6.2.12** - All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

**SOC.6.3.12.CS4**- Critically analyze information, make ethical judgments, and responsibly address controversial issues.

**SOC.6.3.12.CS5**- Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.

**SOC.6.3.12.CS6**- Make informed and reasoned decisions and accept responsibility for the consequences

**Enduring Understandings:**

Students will actively read with fluency and comprehension.  
 Students will identify, describe, evaluate, and synthesize central ideas in text.  
 Students will analyze character motive and accountability and make connections to their own cultural experiences.

**Essential Questions :**

How do elements of the novel reveal human truths?  
 How does an author's background affect themes in his writing?  
 How does the novel reflect societal conditions of the time period?  
 How are themes presented throughout the course of a novel?  
 How does an author use symbolism to convey a deeper meaning?  
 Is the protagonist a dynamic character?  
 How do characters affect the development of the plot?  
 What internal and external conflicts do the characters face?

**21<sup>st</sup> Century Connections**

<i>Check all that apply.</i>  <b>21<sup>st</sup> Century Interdisciplinary Themes</b>		<i>Indicate whether these skills are <b>E</b>-Encouraged, <b>T</b>-Taught, and/or <b>A</b>-Assessed in this unit by marking <b>E, T, A</b> on the line before the appropriate skill.</i>  <b>21<sup>st</sup> Century Skills</b>	
<b>X</b>	Global Awareness	<b>E,T, A</b>	Critical Thinking and Problem Solving
<b>X</b>	Environmental Literacy	<b>E,A</b>	Creativity and Innovation



	Health Literacy	E,T, A	Communication and Collaboration
X	Civic Literacy	E	Flexibility and Adaptability
	Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
		E,T, A	Social and Cross-Cultural Skills
		E,A	Productivity and Accountability
		E,T	Leadership and Responsibility
		E,T	Information Literacy Skills
		E	Media Literacy Skills
		E,T, A	Information, Communication, and Technology (ICT) Literacy
<b>Career Ready Practices:</b>			
<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>			
E, A	CRP1. Act as a responsible and contributing citizen and employee		

E, T, A	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
E, T, A	CRP4. Communicate clearly and effectively with reason
E, T, A	CRP5. Consider the environmental, social and economic impacts of decisions
E, T, A	CRP6. Demonstrate creativity and innovation
E, T, A	CRP7. Employ valid and reliable research strategies
E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E, T, A	CRP9. Model integrity, ethical leadership, and effective management
E, T	CRP10. Plan education and career paths aligned to personal goals
E, T, A	CRP11. Use technology to enhance productivity
E, T, A	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives:	
<b>Students will know....</b> <ul style="list-style-type: none"> <li>- The author's biography.</li> <li>- The history the time period.</li> <li>- How to analyze the influence of cultural and historical context.</li> <li>- How conflict often tests a character's moral values.</li> </ul>	<b>Students will be able to (do)...</b> <ul style="list-style-type: none"> <li>- Recall the history of the time period and the author.</li> <li>- Utilize textual evidence to prove claims based on character and conflict.</li> <li>- Evaluate the cultural significance of the story.</li> <li>- Analyze incidents that provoke decisions and reveal character.</li> </ul>
Key Vocabulary and Terms:	

Alliteration, Personification, Simile, Foreshadowing, Satire, Symbolism, Onomatopoeia, Metaphor, Hyperbole, Oxymoron						
Texts Included (List in Order of Increasing Complexity)			Check Type			
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational			L	I		
Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D _____ Title/Information: Suzanne Collins - <u>Hunger Games</u> , Elie Wiesel- <u>Night</u> , George Orwell - <u>Animal Farm</u> , Charles Dickens - <u>Great Expectations</u>			X			
Writing Assignments Identify Writing Structure, Type, and Assignment Title/Description			Check Type			
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: A = Argument E = Explanatory/Informational N = Narrative R = Research			A	E	N	R
<input checked="" type="checkbox"/> Process <input type="checkbox"/> On Demand AND Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E _____ P/S _____ S/O <input checked="" type="checkbox"/> D _____ N Hunger Games/ From one of the prompts, write a five paragraph essay. 1. Discuss the world and setting created for this novel. How did Panem come to be? How is it divided, and for what reasons? How is Panem similar and different from our own world? 2. Discuss the process and role of the Reaping in this novel. What is it, why does it take place, and how does it affect the different districts? Be sure to include an explanation and examination of Tessarae in your essay. 3. Examine the purpose and role of The Hunger Games. First, what are the Hunger Games? Why did it start and what is the purpose of its continuation? Are there any negatives to the Hunger Games? Are there any benefits?				X		

4. Discuss setting, character relationships, and theme in an essay using details from the book to support your conclusions.				
<p><b>Night/</b> Choose one prompt below to respond to in a 5 paragraph expository essay. Be sure to develop a strong thesis statement that makes an argument and topic sentences for each body paragraph.</p> <p>Prompts:</p> <ol style="list-style-type: none"> <li>1) One of the most tragic themes in <i>Night</i> is Eliezer's discovery of the way that atrocities and cruel treatment can make decent people into brutes. Does Elie himself escape this fate? Use specific events to convey your opinion.</li> <li>2) Elie Wiesel won the Nobel Peace Prize in 1986 for his championing of human rights around the world. How might his advocacy for human rights have grown out of his Holocaust experiences? What are the positive lessons of the Holocaust that Wiesel hints at in <i>Night</i>?</li> <li>3) We discussed how Wiesel utilizes motifs in his book, <i>Night</i> (night, eyes). Explore how the use of his motif helps to develop character, plot, or other literary elements.</li> <li>4) Dehumanization is the process by which the Nazis reduced the Jews to little more than "things" which were a nuisance to them. Discuss how dehumanization occurred in <i>Night</i> (you can include events that occurred that dehumanized Eliezer, his father, or his fellow Jews) and how this helped Hitler achieve his ends.</li> <li>5) Oftentimes in novels, authors write with a purpose to teach the reader something about the subject. What lesson is Wiesel teaching in <i>Night</i>?</li> </ol>		X		
<p><b>Animal Farm/</b> Napoleon and his speech writer Squealer craftily use propaganda to confuse, influence, and keep the other animals on the farm under control, as well as to make outsiders think that Animal Farm was successful. There are eight types of propaganda that are commonly recognized: 1) name calling, 2) glittering generalities, 3) euphemisms, 4) transfer, 5) testimonial, 6) plain folks, 7) bandwagon, and 8) fear.</p> <p><i>Which type of propaganda did the pigs use to their advantage most effectively and why do you think that type of propaganda worked so well on these animals?</i></p> <p>Decide on a thesis statement that best answers the above question and stick to it throughout your essay. Write an introduction that states the author's name and the title, gives a brief summary of the plot, briefly discusses the use of propaganda in the novel, and clearly states your thesis statement.</p> <p>Decide on three specific examples. It is imperative that the example you use also has a direct quote from the novel. Make sure that the quote flows in the sentence and is not simply plopped in the middle of a paragraph. Be sure to analyze the situation where the type of propaganda is used and discuss why the use of the type of propaganda you mention was successful in that situation.</p>		X		

<p>Finally, write a conclusion that sums up your ideas brilliantly.</p> <ul style="list-style-type: none"> <li>•Never use first (I, me, my, us, we) or second (you, your) person pronouns.</li> <li>•Never ask rhetorical questions, or any questions for that manner, unless it is in a direct quote from the novel.</li> <li>•Never use contractions (don't, won't, can't).</li> <li>•Never skip a line between paragraphs.</li> <li>•Always use present, or active, tense – “Squealer tells the animals...” NOT “Squealer told the animals...”</li> <li>•Always use Times New Roman, 12-point font.</li> <li>•Always double space you're your paper.</li> <li>•Always format your papers in properly, INCLUDING a title and last name and page number in the right hand corner.</li> </ul> <p>This essay should be five paragraphs.</p>				
<p><b>Great Expectations/</b> Write a five paragraph essay on the novel Great Expectations. Use APA heading with a creative title. Include Charles Dickens' name and the title of the novel in the introduction. Write the thesis statement so that the direction of the paper is clear to the reader.</p> <p>Write three main points with details to support one of the themes the story. Include transitions between paragraphs. Write a conclusion.</p> <p>Your paper must include 2-3 quotations from the text with a parenthetical citation at the end of them. They should be from the novel, using page numbers.</p> <ol style="list-style-type: none"> <li>1. The Changes That Occur in Pip</li> <li>2. Kindness Toward Others in Great Expectations</li> <li>3. Living Through Others--a Comparison of Magwitch and Miss Havisham</li> <li>4. Pip Should Have Known (a study of foreshadowing)</li> <li>5. Learning Through Suffering--a Theme of Great Expectations</li> <li>6. Money and Its Effect on Characters' Attitudes--A Theme of Great Expectations</li> <li>7. The Discrepancy between Appearance and Reality</li> <li>8. Dickens' Attitude Toward Social Status in Great Expectations</li> <li>9. Victims in Dickens' Great Expectations</li> <li>10. Revenge is a theme of this book that is very important to many of the characters involved. Where does this theme of revenge present itself and how do these occurrences affect the characters involved in those scenes?</li> <li>11. Discuss the character of Miss Havisham. What themes does she embody? What experiences have made her as she is? Is she a believable character? How does she relate to Pip and Estella?</li> </ol>		X		

12. Discuss the theme of guilt and how this has affected Pip’s life.					
13. Good vs. Evil in Great Expectations					
14. City vs. Country in Great Expectations					
15. Imprisonment as a Metaphor in Great Expectations (Look at Pip, Magwitch, Miss Havisham)					
Assessment Evidence:					
Performance Tasks: PARCC Writing with Rubric Comprehension and Analysis Questions Outlines Study guides for selections Graphic Organizers/Venn Diagrams Plot Diagrams		Other Assessment Measures: Progress Monitoring Vocabulary and Grammar Warm-ups Vocabulary and Grammar Quizzes Comprehension quizzes Unit Test Completed Writing Pieces Exit Slips Benchmark			
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)					
Comprehension Questions	During and after reading, teacher will ask comprehension questions to guide classroom discussion and/or have students share & discuss in pairs and/or initiate a writing task. Questions will range from broad (such as: “What are some of the hardships the author describes?” and ”What images affect you most in the passage?”) to more specific and literary (such as: “Which first-person account seems most reliable to you? Why?” and ”How does the author want audiences to react?”)  Differentiation: The teacher will provide more guidance to struggling learners. The teacher will have higher-level learners generate their own comprehension questions.				

<b>Guided Reading</b>	<p>Present audio version or read aloud one or more selections of literature. Before, during, and after reading, discuss with students the author's tone. Lead students to identify the author's feelings, especially juxtaposing feelings, and discuss how background, personal experiences, and surroundings contribute to tone. Then students will highlight evidence of the author's feelings and analyze tone as a writing technique.</p> <p>Differentiation: The teacher may preview top and upcoming skill with struggling readers/learners. The teacher may have higher-level readers/learners complete dialectical journal before, during, and after reading.</p>
<b>Graphic Organizers</b>	<p>Guide students to identify and classify the audience, subject, context, and purpose of the studied exploration narratives and puritan works. Additionally, graphic organizer can contain examples of word choice and details used by authors, or include allusions for enrichment. The structured analysis shows the ways readers can consider individual parts of literature in order to understand the whole.</p> <p>Differentiation: The teacher will provide modified levels of graphic organizers to use for various learners.</p>
<b>Weekly Assessment (Vocabulary, Grammar, Reading)</b>	<p>The teacher will guide and model how to take weekly assessments including vocabulary quizzes which may include matching, fill-in-the-blank, and word in context sections. Reading assessment may include quizzes/tests in a variety structures. The teacher may present students with portions of PARCC-released exams, or teacher-created PARCC-style material and model testing conditions in the classroom.</p> <p>Differentiation: The teacher may read the test and answer choices as needed.</p>
<b>Independent Reading</b>	<p>Introduce text with consideration of the meanings of the sections and preview images and captions with students. Students will read independently demonstrating active reading by annotating the text to show techniques the author uses, and/or respond in writing to reading strategy &amp; literary analysis questions which correspond with specific texts as presented in the textbook. Lead full-class discussion and/or facilitate small group discussion, prompting students to sort out literary techniques, thematic connections, and/or similarities and differences among studied materials.</p> <p>Differentiation: The teacher will group students in the way they feel best suits the assigned discussion/task.</p>

<b>Additional General Modifications</b>	<ul style="list-style-type: none"> <li>- 'chunking' new material</li> <li>- Providing step by step prompts</li> <li>- Repeated practice</li> <li>- Sequenced review</li> <li>- Directed questioning and responses</li> <li>- Sequence tasks from easy to difficult</li> <li>- Individual/small group/whole group</li> <li>- Independent writing</li> <li>- Make predictions</li> <li>- Set goals</li> <li>- Modeling- teacher demonstrates, students use model to problem solve</li> <li>- Meaningful, real-life connections</li> <li>- Warm up activities &amp; exit slips</li> </ul>
Resources:	
Prentice Hall Literature, Grade 9, Penguin Edition	
Suggested Time Frame	Roughly 35 days



## Curricular Map of High School Student Learning Standards for English Language Arts

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
<b>Progress Indicators for Reading</b>		
<b>Key Ideas and Details</b>		
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	X	X
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.	X	X
RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	X	X
<b>Craft and Structure</b>		
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	X	X
RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).	X	X
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	X	X
<b>Integration of Knowledge and Ideas</b>		
RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i> ).	X	X
RL.9-10.8. (Not applicable to literature)		

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).	X	X
<b>Range of Reading and Level of Text</b>		
RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.	X	X
<b>Progress Indicators for Reading Informational Text</b>		
<b>Key Ideas and Details</b>		
RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	X	X
RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	X	X
RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	X	X
<b>Craft and Structure</b>		
RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	X	X
RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	X	X
RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.	X	X

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
<b>Integration of Knowledge and Ideas</b>		
RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	X	X
RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.	X	X
RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.	X	X
<b>Range of Reading and Level of Text Complexity</b>		
RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.	X	X
<b>Progress Indicators for Writing</b>		
<b>Text Types and Purposes</b>		
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g. words, phrases, clauses) 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 style and tone appropriate to the audience and purpose (e.g. formal and objective	X	X

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		
<p>W.9-10.2. 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.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	X	X
<p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	X	X

<p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		
<b>Production and Distribution of Writing</b>		
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>X</b>	<b>X</b>
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	<b>X</b>	<b>X</b>
W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	<b>X</b>	<b>X</b>
W.9-10.7. 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.	<b>X</b>	
W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	<b>X</b>	
<p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p>	<b>X</b>	<b>X</b>

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
B. Apply <i>grades 9–10 Reading standards</i> to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).		
<b>Range of Writing</b>		
W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	X	X
<b>Progress Indicators for Speaking and Listening</b>		
<b>Comprehension and Collaboration</b>		
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i> , 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. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.	X	X
SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.	X	X
SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.	X	X

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
<b>Presentation of Knowledge and Ideas</b>		
SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	X	X
SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.	X	X
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.	X	X
<b>Progress Indicators for Language</b>		
<b>Conventions of Standard English</b>		
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  A. Use parallel structure.  B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	X	X
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.	X	X

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
<b>Knowledge of Language</b>		
L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.	X	X

<b>Vocabulary Acquisition and Use</b>		
L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.  A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i> ). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	X	X
L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.	X	X
L.9-10.6. 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.	X	X



## APPENDIX A – 9th Grade English Syllabus

### English 9

**Anthology:** *Prentice-Hall Literature, Introduction to Literature*  
*Pearson Education, Inc., 2007*

#### **Unit 1: Short Stories**

- Narrative Reading:
  - Guy de Maupassant - *The Necklace* (294-301)
  - Edgar Allan Poe - *The Cask of Amontillado* (61-67)
  - Richard Connell - *The Most Dangerous Game* (215-235)
  - James Hurst - *The Scarlet Ibis* (350-361)
- Writing Focus: Explanatory, Narrative

#### **Unit 2: Informational Texts**

- Informational Reading:
  - Rudolfo Anaya - *A Celebration of Grandfathers* (404-411)
  - Lady Bird Johnson - from “*White House Diaries*” (98-103)
  - Martin Luther King JR. - *I Have a Dream* (494-499)
  - Franklin Delano Roosevelt First Address (503-509)
- Writing Focus: Argument, Research-Based

#### **Unit 3: Shakespearean Drama**

- Narrative Reading: William Shakespeare - *Romeo and Juliet* (730-847)
- Writing Focus: Argument, Explanatory

#### **Unit 4: Epic Poem**

- Narrative Reading: Homer- *Odyssey* (950-1017)
- Writing Focus: Argument, Explanatory, Narrative

## **Unit 5: The Novel**

-Narrative Reading:

Suzanne Collins - Hunger Games

Elie Wiesel- Night

George Orwell - Animal Farm,

Charles Dickens - Great Expectations

- Writing Focus:

Argument, Explanatory, Narrative



# 10<sup>th</sup> GRADE ELA CURRICULUM

Middle Township Public Schools  
216 S. Main Street

Cape May Court House, NJ 08210

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Curriculum Formatting and Compilation

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## Introduction

This curriculum is a living document; it has been created collaboratively by teachers for their colleagues as a guide for lesson planning. It is designed for updates and reviews as students' needs change, as the school implements new technology, and as the district acquires new publications/textbooks.

This curriculum has been prepared to meet the requirements of the Middle Township Board of Education and the New Jersey Department of Education. The activities and texts provided in this curriculum are aligned with the New Jersey Student Learning Standards for English Language Arts Grades 9-10. These standards address student competencies in Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and steadily work toward meeting the more general expectations as described in the standards.

## Course Description

Sophomore English further instructs reinforces and develops the skills practiced in freshmen English. The study of grammar, writing, vocabulary, and literature and reading skills continues on a higher level. Students will be reading fictional literature as well as non-fiction informational text. Students will be reading a wide variety of texts, from classic novels, to Shakespeare. Students will be given opportunities to write, collaborate, and foster creativity.

### **Purposes of this course are as follows:**

- To enhance students' reading, writing, listening, speaking, and language skills individually and in groups.
- To have literacy skills necessary for personal and shared use throughout life.
- To prepare for the eleventh grade.
- To recognize conflict, plot, character, theme, setting, and literary techniques as they apply to various literary genres.
- To recognize and demonstrate correct usage of parts of speech, parts of a sentence, subject-verb agreement, capitalization, punctuation, and vocabulary.

## Pacing Guide

<b>UNIT TITLE</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>NJSLS</b>	<b>TIMEFRAME</b>
<b>1 – Short Stories and Writing Narrative</b>	Literature presents central ideas and author perspective through major events and word choice.	<b>RL.9-10.1-3, 5-7, 9, &amp; 10 W.9-10.1-6, 9, &amp; 10 SL.9-10.1-6 L.9-10.1-5</b>	35-40 Days
<b>2 – Reading Information, Informative and Explanatory</b>	Literature presents central ideas and author perspective through major events and word choice.	<b>RI.9-10.1-8 W.9-10.1-6, 9, &amp; 10 SL.9-10.1-6 L.9-10.1-5</b>	20-25 Days
<b>3 – Greek Tragedy &amp; Argumentative Writing</b>	Students will actively read Greek Tragedies with fluency and comprehension.  Students will identify, describe, evaluate, and synthesize central ideas in text.  Students will analyze character motive and accountability.	<b>RL.9-10.1-3, 5-7, &amp; 9 W.9-10.1, 4, 6, &amp; 9 SL.9-10.1-6 L.9-10.1-5</b>	40-45 Days
<b>4 – Shakespeare’s Julius Caesar</b>	Students will actively read Shakespearean drama with fluency and comprehension.  Students will identify, describe, evaluate, and synthesize central ideas in text.  Students will analyze character motive and accountability.	<b>RL.9-10.1-6, &amp; 9 W.9-10.1, 4, 6, &amp; 9 SL.9-10.1-6 L.9-10.1-5</b>	45-50 Days
<b>5 – Novel Unit</b>	Students will actively read with fluency and comprehension.	<b>RL.9-10.1-10</b>	35-40 Days

	<p>Students will identify, describe, evaluate, and synthesize central ideas in text.</p> <p>Students will analyze character motive and accountability and make connections to their own cultural experiences.</p>	<p><b>W.9-10.2, 4, 6, &amp; 9</b>  <b>SL.9-10.1-6</b>  <b>L.9-10.1-5</b></p>	
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Content Area:	Sophomore English	Grade: 10
Unit Plan Title:	Unit 1: Short Stories and Writing Narrative	
Overview/Rationale: Read various genres and types of text with fluency and comprehension. Demonstrate command of various writing genres.		
This course further instructs, reinforces and develops the skills practiced in English I. The study of grammar, writing, vocabulary, and literature and reading skills continues on a higher level.		
Standard(s) Number and Description		
Standards for Reading		
<p><b>RL.9-10.1.</b> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>RL.9-10.2.</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p><b>RL.9-10.3.</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>RL.9-10.5.</b> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p><b>RL.9-10.6.</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>RL.9-10.7.</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p>		



**RL.9-10.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

**RL.9-10.10.** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

### **Standards for Writing**

**W.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) 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 style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

**W.9-10.2.** 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 to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient 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 to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.9-10.3.** 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, 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.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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

**W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.9-10.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.9.** Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

- A. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

**W.9-10.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Standards for Speaking and Listening**

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 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. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

**SL.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**SL.9-10.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence

**SL.9-10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**SL.9-10.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

**SL.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

#### **Standards for Language**

**L.9-10.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**L.9-10.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.

**L.9-10.3.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

**L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*,

choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

#### **Technology Standard(s) Number and Description**

**W.9-10.6.** Use technology, including the Internet, to produce, share, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- Use technology proficiently for production, publication, and collaboration
- Choose and evaluate various platforms
- Link and cite multiple sources
- Use various technological platforms to create and evaluate shared writing products

**TECH.8.1.12.A.CS1** Understand and use technology systems.

**TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

**TECH.8.1.12.B.CS1** Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.12.B.CS2** Create original works as a means of personal or group expression.

#### **Interdisciplinary Standard(s) Number and Description**

**SCI.9-12.5.1.12.C.1** Reflect on and revise understandings as new evidence emerges.

**SCI.9-12.5.1.12.C.3** Consider alternative theories to interpret and evaluate evidence-based arguments.

**SOC.6.3.12.CS3** - Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.  
**SOC.6.3.12.CS4**- Critically analyze information, make ethical judgments, and responsibly address controversial issues.  
**SOC.6.3.12.CS5**- Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.  
**SOC.6.3.12.CS6**- Make informed and reasoned decisions and accept responsibility for the consequences

### Enduring Understandings:

#### *Students will understand that...*

Literature presents central ideas and author perspective through major events and word choice.

Throughout this unit students will read a variety of narrative, fiction, and non-fiction short stories. Throughout these readings, assignments, and class discussions, students will take away new knowledge from the text itself, and new knowledge about themselves. This first unit introduces students to big ideas we will be discussing all year. For example, just to name a few: Does fate rule our lives? How important is money to your life? What defines *you*?

### Essential Questions :

How does one apply the typical plot structure to a reading selection?  
 How does foreshadowing aid in the suspense and development of a reading selection?  
 What internal and external plot conflicts are revealed in reading selections?  
 What is revealed about character as plot develops?  
 How can an expanded vocabulary improve reading comprehension and writing skills?

### 21<sup>st</sup> Century Connections

*Check all that apply.*

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, and/or **A**-Assessed in this unit by*

21 <sup>st</sup> Century Interdisciplinary Themes			<i>marking E, T, A on the line before the appropriate skill.</i> 21 <sup>st</sup> Century Skills		
	X	Global Awareness		E, T, A	Critical Thinking and Problem Solving
	X	Environmental Literacy		E, A	Creativity and Innovation
		Health Literacy		E, T, A	Communication and Collaboration
		Civic Literacy		E	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy		E	Initiative and Self-Direction
				E, T, A	Social and Cross-Cultural Skills
				E, A	Productivity and Accountability
				E, T	Leadership and Responsibility
				E, T	Information Literacy Skills
				E	Media Literacy Skills

E, T,  
A

## Information, Communication, and Technology (ICT) Literacy

### Career Ready Practices:

*Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.*

E, A

CRP1. Act as a responsible and contributing citizen and employee

E, T, A

CRP2. Apply appropriate academic and technical skills

E

CRP3. Attend to personal health and financial well-being

E, T, A

CRP4. Communicate clearly and effectively with reason

E, T, A

CRP5. Consider the environmental, social and economic impacts of decisions

E, T, A

CRP6. Demonstrate creativity and innovation

E, T, A

CRP7. Employ valid and reliable research strategies

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

E, T, A

CRP9. Model integrity, ethical leadership, and effective management

E, T, A

CRP10. Plan education and career paths aligned to personal goals

E, T

CRP11. Use technology to enhance productivity

	E, T, A	CRP12. Work productively in teams while using cultural global competence
	E, T, A	
Student Learning Goals/Objectives:		
<i>Students will know....</i>  Plot structure, foreshadowing, internal and external conflicts, character development, and vocabulary	<i>Students will be able to (do)...</i>  Read various genres and types of text with fluency and comprehension. Demonstrate command of various writing genres.  In-class reading. Independent reading assignments.  In-class close-reading practice.  Essay assignments.  Participate in class discussion in reference to reading assignments.	
Key Vocabulary and Terms:		
Exposition, Setting, Rising action, Climax, falling action, resolution, theme, suspense, internal conflict, external conflict, direct and indirect characterization, protagonist, antagonist, static and dynamic characters, flat and round characters, stock character, central characters, allegory, symbolism, imagery, point-of-view, figurative language, allusion		
Texts Included (List in Order of Increasing Complexity)		Check Type
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order  D = Description N = Narrative Type: L = Literary I = Informational		L I



<b>Structure (Check appropriate choice):</b> ____ C/C ____X__ C/E ____X__ P/S ____X__ S/O ____ D ____X__ N	X			
<b>Title/Information:</b>  The Monkey’s Paw (pages 31-41)				
<b>Structure (Check appropriate choice):</b> __X__ C/C ____X__ C/E _X__ P/S __X__ S/O ____ D __X__ N	X			
<b>Title/Information:</b>  Content of the Dead Man’s Pocket (pages 110-125)				
<b>Structure (Check appropriate choice):</b> __X__ C/C ____X__ C/E ____X__ P/S __X__ S/O ____ D __X__ N	X			
<b>Title/Information:</b>  Masque of the Red Death (pages 340-348)				
<b>Structure (Check appropriate choice):</b> __X__ C/C _X__ C/E ____X__ P/S __X__ S/O ____ D __X__ N	X			
<b>Title/Information:</b>  A Visit to Grandmother (pages 220-229)				
<b>Structure (Check appropriate choice):</b> __X__ C/C ____X__ C/E ____X__ P/S ____X__ S/O __X__ D __X__ N	X			
<b>Title/Information:</b>  How Much Land Does a Man Need? (pages 308-323)				
<b>Writing Assignments</b>	<b>Check Type</b>			
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b>	A	E	N	R

D = Description    N = Narrative		Type: A = Argument   E = Explanatory/Informational   N = Narrative   R = Research					
___ Process    ___ On Demand    AND    Structure:    ___ C/C    ___ C/E    ___ P/S    ___ S/O    ___ D <u>X</u> N						X	
1. <b>Title/Description: “The Monkey’s Paw”</b> Writing Assignment: Write an alternate, more conclusive ending to “The Monkey’s Paw.” At the end of “The Monkey’s Paw,” Jacobs leaves the reader hanging. What was Mr. White’s third wish? What happens to Herbert White? Is Mrs. White upset with her husband? Where did Sergeant Major Morris go? What will become of the talisman? You can answer all of these questions and more! Keep in mind that your use of <b>tone</b> will influence the <b>mood</b> of the story.							
___ P    or    ___ OD    and    Structure:    ___ C/C    ___ C/E    ___ P/S    ___ S/O    ___ D <u>X</u> N						X	
1. <b>Title/Description: “Contents of a Dead’s Man’s Pocket”</b> Thematic Writing Assignment Prompt: If your pocket had unlimited room, what would you put in it that would define you? If someone was only going to know you from the contents of your pockets, what would they find? Write a short essay (3 paragraphs) about what items would be in your pocket and why they are important to you. Include an introduction and conclusion. 2. Create a visual of your pocket. This should be a collage of items you would have in your pocket. You can use magazine clippings, print out pictures, use your own pictures, etc.							
Assessment Evidence:							
Performance Tasks:				Other Assessment Measures:			
Students will demonstrate desired understandings through multiple platforms. Students will complete comprehension questions daily, participate in class discussion, and complete projects, essays, and tests that coincide with the learned material.				Students will also be assessed in quizzes, tests, writing assignments, homework assignments, self-editing, peer-editing, projects, and benchmark exam.			
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)							
Instructional Strategies and							

Activities	Descriptions and Modifications
<b>Guided Reading</b>	<p>Present audio version or read aloud one or more selections of literature. Before, during, and after reading, discuss with students the author's tone. Lead students to identify the author's feelings, especially juxtaposing feelings, and discuss how background, personal experiences, and surroundings contribute to tone. Then students will highlight evidence of the author's feelings and analyze tone as a writing technique.</p> <p><b>Differentiation:</b> The teacher may preview top and upcoming skill with struggling readers/learners. The teacher may have higher-level readers/learners complete dialectical journal before, during, and after reading.</p>
<b>Comprehension Questions</b>	<p>During and after reading, teacher will ask comprehension questions to guide classroom discussion and/or have students share &amp; discuss in pairs and/or initiate a writing task.</p> <p><b>Differentiation:</b> The teacher will provide more guidance to struggling learners. The teacher will have higher-level learners generate their own comprehension questions.</p>
<b>Independent Reading</b>	<p>Introduce text with consideration of the meanings of the sections and preview images and captions with students. Students will read independently demonstrating active reading by annotating the text to show techniques the author uses, and/or respond in writing to reading strategy &amp; literary analysis questions which correspond with specific texts as presented in the textbook. Lead full-class discussion and/or facilitate small group discussion, prompting students to sort out literary techniques, thematic connections, and/or similarities and differences among studied materials.</p> <p><b>Differentiation:</b> The teacher will group students in the way they feel best suits the assigned discussion/task.</p>
<b>Graphic Organizers</b>	<p>Guide students to identify and classify the audience, subject, context, and purpose of the studied exploration narratives and puritan works. Additionally, graphic organizer can contain examples of word choice and details used by authors, or include allusions for enrichment. The structured analysis shows the ways readers can consider individual parts of literature in order to understand the whole.</p>

	<b>Differentiation:</b> The teacher will provide modified levels of graphic organizers to use for various learners.
<b>Ticket-out-the-door</b>	<p>Students will oftentimes be given a ticket-out-the-door to aid in comprehension and give opportunities to provide feedback, new material learned, and ask questions. Prompts may be: What did you have difficulty with today's reading? or: What did you think was going to be behind the door as Mrs. White was fumbling with the lock?</p> <p><b>Differentiation:</b> For more outgoing and vocal students, teachers may encourage sharing.</p>
<b>Weekly Assessment (Reading, Vocab, Grammar)</b>	<p>The teacher will guide and model how to take weekly assessments including vocabulary quizzes which may include matching, fill-in-the-blank, and word in context sections. Reading assessment may include quizzes/tests in a variety structures. The teacher may present students with portions of PARCC-released exams, or teacher-created PARCC-style material and model testing conditions in the classroom.</p> <p><b>Differentiation:</b> The teacher may read the test and answer choices as needed.</p>
<b>Additional General Modification</b>	<ul style="list-style-type: none"> <li>- 'chunking' new material</li> <li>- Providing step by step prompts</li> <li>- Repeated practice</li> <li>- Sequenced review</li> <li>- Directed questioning and responses</li> <li>- Sequence tasks from easy to difficult</li> <li>- Individual/small group/whole group</li> <li>- Independent writing</li> <li>- Make predictions</li> <li>- Set goals</li> <li>- Modeling- teacher demonstrates, students use model to problem solve</li> <li>- Meaningful, real-life connections</li> <li>- Warm up activities &amp; exit slips</li> </ul>
<b>Resources:</b>	

Prentice Hall Literature: Grade 10, Penguin Edition

Copyright date: 2007, by Pearson Education, Inc., publishing as Pearson Prentice Hall, Upper Saddle, New Jersey 07458

Other resources:

Department of Education website: <http://www.state.nj.us/education/cccs/2016/ela/>

Suggested Time Frame:

35-40 days

*\*D* – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Sophomore English	Grade: 10
Unit Plan Title:	Unit 2: Reading Information, Informative and Explanatory	
Overview/Rationale: Read various genres and types of text with fluency and comprehension. Demonstrate command of various writing genres.		
This course further instructs, reinforces and develops the skills practiced in English I. The study of grammar, writing, vocabulary, literature and reading skills continues on a higher level.		
Standard(s) Number and Description		
Standards for Reading		
<p><b>RI.9-10.1.</b> Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>RI.9-10.2.</b> Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p><b>RI.9-10.3.</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>RI.9-10.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b>RI.9-10.5.</b> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><b>RI.9-10.6.</b> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p> <p><b>RI.9-10.7.</b> Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><b>RI.9-10.8.</b> Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p>		
Standards for Writing		

**W.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) 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 style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

**W.9-10.2.** 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 to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient 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 to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.9-10.3.** 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, 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.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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

**W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.9-10.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.9.** Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

- B. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

**W.9-10.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Standards for Speaking and Listening**

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 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. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.



**SL.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**SL.9-10.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence

**SL.9-10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**SL.9-10.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

**SL.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

### **Standards for Language**

**L.9-10.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**L.9-10.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.

**L.9-10.3.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

**L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the

pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  
B. Analyze nuances in the meaning of words with similar denotations.

#### **Technology Standard(s) Number and Description**

**W.9-10.6.** Use technology, including the Internet, to produce, share, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- Use technology proficiently for production, publication, and collaboration
- Choose and evaluate various platforms
- Link and cite multiple sources
- Use various technological platforms to create and evaluate shared writing products

**TECH.8.1.12.A.CS1** Understand and use technology systems.

**TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

**TECH.8.1.12.B.CS1** Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.12.B.CS2** Create original works as a means of personal or group expression.

#### **Interdisciplinary Standard(s) Number and Description**

**SCI.9-12.5.1.12.C.1** Reflect on and revise understandings as new evidence emerges.

**SCI.9-12.5.1.12.C.3** Consider alternative theories to interpret and evaluate evidence-based arguments.

**SOC.6.3.12.CS3** - Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.

**SOC.6.3.12.CS4**- Critically analyze information, make ethical judgments, and responsibly address controversial issues.

**SOC.6.3.12.CS5**- Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.

**SOC.6.3.12.CS6**- Make informed and reasoned decisions and accept responsibility for the consequences

Enduring Understandings:	
<p><b><i>Students will understand that...</i></b></p> <p>Literature presents central ideas and author perspective through major events and word choice.</p> <p>Students will be reading informative and explanatory texts during this unit. Students will discuss the endurance of the human body and spirit in, “Swimming to Antarctica,” and they will also learn about the importance of accepting cultural differences and how this relates to their lives in “The Leader in the Mirror.”</p>	
Essential Questions :	
<p>How does one apply the typical plot structure to a reading selection?</p> <p>How does foreshadowing aid in the suspense and development of a reading selection?</p> <p>What internal and external plot conflicts are revealed in reading selections?</p> <p>What is revealed about character as plot develops?</p> <p>How can an expanded vocabulary improve reading comprehension and writing skills?</p> <p>How does reading informative texts expand knowledge and foster understand?</p>	
21 <sup>st</sup> Century Connections	
<p><i>Check all that apply.</i></p> <p><b>21<sup>st</sup> Century Interdisciplinary Themes</b></p>	<p><i>Indicate whether these skills are <b>E</b>-Encouraged, <b>T</b>-Taught, and/or <b>A</b>-Assessed in this unit by marking <b>E, T, A</b> on the line before the appropriate skill.</i></p> <p><b>21<sup>st</sup> Century Skills</b></p>

X	Global Awareness	E, T, A	Critical Thinking and Problem Solving
X	Environmental Literacy	E, A	Creativity and Innovation
	Health Literacy	E, T, A	Communication and Collaboration
	Civic Literacy	E	Flexibility and Adaptability
	Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
		E, T, A	Social and Cross-Cultural Skills
		E, A	Productivity and Accountability
		E, T	Leadership and Responsibility
		E, T	Information Literacy Skills
		E	Media Literacy Skills
		E, T, A	Information, Communication, and Technology (ICT) Literacy

**Career Ready Practices:**

*Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.*

E, T, A	CRP1. Act as a responsible and contributing citizen and employee
E, T, A	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
E, T, A	CRP4. Communicate clearly and effectively with reason
E, T, A	CRP5. Consider the environmental, social and economic impacts of decisions
E, T, A	CRP6. Demonstrate creativity and innovation
E, T, A	CRP7. Employ valid and reliable research strategies
E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E, T, A	CRP9. Model integrity, ethical leadership, and effective management
E, T, A	CRP10. Plan education and career paths aligned to personal goals
E, T	CRP11. Use technology to enhance productivity
E, T, A	CRP12. Work productively in teams while using cultural global competence
E, T, A	

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)			
<b>Students will know....</b> <ul style="list-style-type: none"><li>• Determining features of the text they are reading</li><li>• Plot structure</li><li>• Foreshadowing</li><li>• Internal and external conflicts</li><li>• Character development</li><li>• Vocabulary and terms</li></ul>	<b>Students will be able to (do)...</b> <ul style="list-style-type: none"><li>• Read various genres and types of text with fluency and comprehension</li><li>• Demonstrate command of various writing genres</li><li>• Analyze main ideas and supporting details</li><li>• Complete in-class close-reading practice</li><li>• Explain and respond to written prompts in essays and writing assignments.</li><li>• Participate in class discussion in reference to reading assignments</li><li>• Identify and explain the differences between expository essays and fictional works</li></ul>		
Key Vocabulary and Terms:			
Tone, diction, autobiographical, expository, narrative, author’s perspective, inductive reasoning, deductive reasoning			
Vocab on pages: 426 (The Spider and the Wasp), 56 (Swimming to Antarctica), and 172 (How to React to Familiar Faces and The Leader in the Mirror).			
Texts Included (List in Order of Increasing Complexity) Identify Text Structure, Type, and Title/Information		Check Type	
<b>KEY: Structure:</b> C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order		L	I
<b>D = Description N = Narrative</b> Type: L = Literary I = Informational			
<b>Structure (Check appropriate choice):</b> _____ C/C ___X___ C/E ___X___ P/S _____ S/O ___X___ D _____ N			X

<b>Title/Information:</b> Swimming to Antarctica (pages 58-69) (Autobiography)			
<b>Structure (Check appropriate choice):</b> ____ C/C __X__ C/E ____ P/S __X__ S/O __X__ D ____ N <b>Title/Information:</b> The Spider and the Wasp (pages 428-433)			X
<b>Structure (Check appropriate choice):</b> ____ C/C __X__ C/E ____ P/S ____ S/O __X__ D ____ N <b>Title/Information:</b> How to React to Familiar Faces (pages 174-176)			X
<b>Structure (Check appropriate choice):</b> ____ C/C _X__ C/E ____ P/S ____ S/O __X__ D ____ N <b>Title/Information:</b> The Leader in the Mirror (pages 177-180)			X
<b>Structure (Check appropriate choice):</b> ____ C/C _X__ C/E ____ P/S ____ S/O __X__ D ____ N <b>Title/Information:</b> I Know Why the Caged Bird Sings (Autobiography) 73-78			X
<b>Writing Assignments</b>		<b>Check Type</b>	
<b>KEY: Structure:</b> C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: A = Argument E = Explanatory/Informational N = Narrative R = Research		A	E
		N	R

<p>___ Process ___ On Demand AND Structure: ___X___ C/C ___ C/E ___ P/S ___ S/O ___ D ___X___ N</p> <p><b>Title/Description: “The Leader in the Mirror”</b>  Before reading “The Leader in the Mirror” students will listen to a song by Kings of Leon called “The Immortals.” They will have a prepared hand out of the lyrics and will be encouraged to follow along, highlight, or make notes in the margin while listening.  After reading “The Leader in the Mirror” students will make connections from the song and tie them into the story. What lines stood out to you? What connections can you make between the song and the story?</p>				X	
<p>___ P or ___ OD and Structure: ___ C/C ___ C/E ___X___ P/S ___X___ S/O ___X___ D ___ N</p> <p><b>Title/Description: “Swimming to Antarctica”</b> In a brief essay, describe the physical and mental challenges Cox experiences as she swims to Antarctica. Identify her strategies she uses to tell her story. How does she use features like dialogue, and description to structure and communicate her message?</p>			X		
<b>Assessment Evidence:</b>					
<p><b>Performance Tasks:</b></p> <p>Students will demonstrate the desired understandings through discussion, comprehension questions, and daily assignment’s/warm-ups. They will also have opportunities to showcase their understandings in the writing assignments above. The assignment for “The Leader in the Mirror” will exclusively allow them to be creative and explore their adolescence through these two connected, yet</p>		<p><b>Other Assessment Measures:</b></p> <p>Students will be assessed daily on a variety of journals, warm ups, and participation during class discussion. More formally, students will be assessed on quizzes, tests, and the benchmark for the first marking period. They will also have homework assignments, and projects.</p>			



different forms of expressions.	
<p><b>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</b></p>	
<p><b>Guided Reading</b></p>	<p>Present audio version or read aloud one or more selections of literature. Before, during, and after reading, discuss with students the author's tone. Lead students to identify the author's feelings, especially juxtaposing feelings, and discuss how background, personal experiences, and surroundings contribute to tone. Then students will highlight evidence of the author's feelings and analyze tone as a writing technique.</p> <p><b>Differentiation:</b> The teacher may preview top and upcoming skill with struggling readers/learners. The teacher may have higher-level readers/learners complete dialectical journal before, during, and after reading.</p>
<p><b>Comprehension Questions</b></p>	<p>During and after reading, teacher will ask comprehension questions to guide classroom discussion and/or have students share &amp; discuss in pairs and/or initiate a writing task.</p> <p><b>Differentiation:</b> The teacher will provide more guidance to struggling learners. The teacher will have higher-level learners generate their own comprehension questions.</p>
<p><b>Independent Reading</b></p>	<p>Introduce text with consideration of the meanings of the sections and preview images and captions with students. Students will read independently demonstrating active reading by annotating the text to show techniques the author uses, and/or respond in writing to reading strategy &amp; literary analysis questions which correspond with specific texts as presented in the textbook. Lead full-class discussion and/or facilitate small group discussion, prompting students to sort out literary techniques, thematic connections, and/or similarities and differences among studied materials.</p>

	<b>Differentiation:</b> The teacher will group students in the way they feel best suits the assigned discussion/task.
<b>Graphic Organizers</b>	<p>Guide students to identify and classify the audience, subject, context, and purpose of the studied exploration narratives and puritan works. Additionally, graphic organizer can contain examples of word choice and details used by authors, or include allusions for enrichment. The structured analysis shows the ways readers can consider individual parts of literature in order to understand the whole.</p> <p><b>Differentiation:</b> The teacher will provide modified levels of graphic organizers to use for various learners.</p>
<b>Ticket-out-the-door</b>	<p>Students will oftentimes be given a ticket-out-the-door to aid in comprehension and give opportunities to provide feedback, new material learned, and ask questions. Prompts may be: What did you have difficulty with today's reading? or: What did you think was going to be behind the door as Mrs. White was fumbling with the lock?</p> <p><b>Differentiation:</b> For more outgoing and vocal students, teachers may encourage sharing.</p>
<b>Weekly Assessment (Reading, Vocab, Grammar)</b>	<p>The teacher will guide and model how to take weekly assessments including vocabulary quizzes which may include matching, fill-in-the-blank, and word in context sections. Reading assessment may include quizzes/tests in a variety structures. The teacher may present students with portions of PARCC-released exams, or teacher-created PARCC-style material and model testing conditions in the classroom.</p> <p><b>Differentiation:</b> The teacher may read the test and answer choices as needed.</p>
<b>Additional General Modification</b>	<ul style="list-style-type: none"> <li>- 'chunking' new material</li> <li>- Providing step by step prompts</li> <li>- Repeated practice</li> <li>- Sequenced review</li> <li>- Directed questioning and responses</li> <li>- Sequence tasks from easy to difficult</li> <li>- Individual/small group/whole group</li> <li>- Independent writing</li> <li>- Make predictions</li> </ul>

	<ul style="list-style-type: none"> <li>- Set goals</li> <li>- Modeling- teacher demonstrates, students use model to problem solve</li> <li>- Meaningful, real-life connections</li> <li>- Warm up activities &amp; exit slips</li> </ul>
Resources:	
<p>Prentice Hall Literature: Grade 10, Penguin Edition</p> <p>Copyright date: 2007, by Pearson Education, Inc., publishing as Pearson Prentice Hall, Upper Saddle, New Jersey 07458</p> <p>Other resources:</p> <p>Department of Education website: <a href="http://www.state.nj.us/education/cccs/2016/ela">http://www.state.nj.us/education/cccs/2016/ela</a></p>	
Suggested Time Frame	20-25 Days

Content Area:	Sophomore English	Grade: 10
Unit Plan Title:	Unit 3: Greek Tragedy & Argumentative Writing	
Overview/Rationale: Read various genres and types of text with fluency and comprehension. Demonstrate command of various writing genres.		
In this unit, students will be studying Greek life and history. Along with Sophocles, the author of both <i>Oedipus</i> and <i>Antigone</i> . The study of grammar, writing, vocabulary, literature and reading skills continues on a higher level.		
Standard(s) Number and Description		
Standards for Reading		
<p><b>RL.9-10.1.</b> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>RL.9-10.2.</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p><b>RL.9-10.3.</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>RL.9-10.5.</b> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p><b>RL.9-10.6.</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>RL.9-10.7.</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p> <p><b>RL.9-10.9.</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and</p>		

transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

### **Standards for Writing**

**W.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) 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 style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

**W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.9-10.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.9.** Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

### **Standards for Speaking and Listening**

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 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. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively

incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

**SL.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**SL.9-10.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence

**SL.9-10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**SL.9-10.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

**SL.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

#### **Standards for Language**

**L.9-10.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Use parallel structure.

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**L.9-10.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

B. Use a colon to introduce a list or quotation.

C. Spell correctly.

**L.9-10.3.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

**L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

#### **Technology Standard(s) Number and Description**

**W.9-10.6.** Use technology, including the Internet, to produce, share, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- Use technology proficiently for production, publication, and collaboration
- Choose and evaluate various platforms
- Link and cite multiple sources
- Use various technological platforms to create and evaluate shared writing products

**TECH.8.1.12.A.CS1** Understand and use technology systems.

**TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

**TECH.8.1.12.B.CS1** Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.12.B.CS2** Create original works as a means of personal or group expression.

#### **Interdisciplinary Standard(s) Number and Description**

**SCI.9-12.5.1.12.C.1** Reflect on and revise understandings as new evidence emerges.

**SCI.9-12.5.1.12.C.3** Consider alternative theories to interpret and evaluate evidence-based arguments.

**SOC.6.3.12.CS3** - Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.

**SOC.6.3.12.CS4**- Critically analyze information, make ethical judgments, and responsibly address controversial issues.

**SOC.6.3.12.CS5**- Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.

<b>SOC.6.3.12.CS6-</b> Make informed and reasoned decisions and accept responsibility for the consequences			
<b>Enduring Understandings:</b>			
Students will actively read Greek Tragedies with fluency and comprehension. Students will identify, describe, evaluate, and synthesize central ideas in text. Students will analyze character motive and accountability.			
<b>Essential Questions :</b>			
How does the plot in each act help to reveal themes? How does dialogue advance the action of a play? How do fate, character flaws, and motive contribute to a tragic hero's downfall? How do I effectively write an argument essay? How does setting affect your understand of the text? What are the characteristics of Greek drama and how do they compare to modern drama? How does Greek tragedy use elements to portray the fall of a noble character?			
<b>21<sup>st</sup> Century Connections</b>			
<i>Check all that apply.</i>		<i>Indicate whether these skills are <b>E</b>-Encouraged, <b>T</b>-Taught, and/or <b>A</b>-Assessed in this unit by marking <b>E, T, A</b> on the line before the appropriate skill.</i>	
<b>21<sup>st</sup> Century Interdisciplinary Themes</b>		<b>21<sup>st</sup> Century Skills</b>	
	X	Global Awareness	ETA Critical Thinking and Problem Solving
		Environmental Literacy	EA Creativity and Innovation



		Health Literacy	ETA	Communication and Collaboration
	X	Civic Literacy	ETA	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	ETA	Initiative and Self-Direction
			E	Social and Cross-Cultural Skills
			EA	Productivity and Accountability
			ETA	Leadership and Responsibility
			TA	Information Literacy Skills
			TA	Media Literacy Skills
			ETA	Information, Communication, and Technology (ICT) Literacy
<b>Career Ready Practices:</b>				
<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>				
	ETA	CRP1. Act as a responsible and contributing citizen and employee		
	ETA	CRP2. Apply appropriate academic and technical skills		

ET	CRP3. Attend to personal health and financial well-being
TA	CRP4. Communicate clearly and effectively with reason
ETA	CRP5. Consider the environmental, social and economic impacts of decisions
ETA	CRP6. Demonstrate creativity and innovation
ETA	CRP7. Employ valid and reliable research strategies
ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
ETA	CRP9. Model integrity, ethical leadership, and effective management
ETA	CRP10. Plan education and career paths aligned to personal goals
TA	CRP11. Use technology to enhance productivity
ET	CRP12. Work productively in teams while using cultural global competence
ETA	
<b>Student Learning Goals/Objectives:</b>	
<p><b><i>Students will know....</i></b></p> <ul style="list-style-type: none"> <li>-Background information on Sophocles, the types of plays he wrote, and his impact on literature</li> <li>-Greek lifestyle and customs common to this time</li> </ul>	<p><b><i>Students will be able to (do)...</i></b></p> <ul style="list-style-type: none"> <li>- Utilize stage directions to read a play with intonation and accuracy.</li> <li>- Recall important historical information regarding Greek lifestyle</li> <li>- Read various genres and types of text with fluency and comprehension</li> <li>- Demonstrate command of various writing genres</li> </ul>

<ul style="list-style-type: none"><li>-How to identify stage directions</li><li>-How to identify character flaws and how that effects that outcome of the play</li><li>-How to write a persuasive essay</li><li>-Determining features of the “Oedipus” and “Antigone”</li></ul>	<ul style="list-style-type: none"><li>- Analyze main ideas and supporting details</li><li>- Complete in-class close-reading practice</li><li>- Explain and respond to written prompts in essays and writing assignments.</li><li>- Participate in class discussion in reference to reading assignments</li><li>- Identify and explain the differences between expository essays and fictional works</li></ul>			
Key Vocabulary and Terms:				
Prologue, paeon, exodus, parodos, choragos, epode, vocab on page 748, sentry, stage directions, dramatic irony				
Texts Included (List in Order of Increasing Complexity) Identify Text Structure, Type, and Title/Information			Check Type	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order  D = Description N = Narrative Type: L = Literary I = Informational			L	I
Structure (Check appropriate choice): ____ C/C <input checked="" type="checkbox"/> X ____ C/E ____ P/S ____ S/O ____ D ____ N  Title/Information: Oedipus			X	
Structure (Check appropriate choice): ____ C/C ____ C/E ____ P/S ____ S/O ____ D ____ N  Title/Information: Antigone (pages 750-789)			X	

Writing Assignments		Check Type			
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b> <b>D = Description N = Narrative Type: A = Argument E = Explanatory/Informational N = Narrative R = Research</b>		A	E	N	R
___ Process ___ On Demand AND Structure: <u>  X  </u> C/C ___ C/E ___ P/S ___ S/O ___ D <u>  X  </u> N  <b>Title/Description: Creon's Fate Reflective Essay:</b>  In "Antigone," Creon puts the state about family loyalty—and loses his entire family. Write a brief reflective essay on Creon's fate. As you write, consider these questions:  - Is Creon's fate just punishment for his decisions? - Was there a single right course of action for him to take? - What does his fate suggest about human action in general? - Use quotations from the play to support your main points.				X	
___ P or ___ OD and Structure: ___ C/C ___ C/E ___ P/S ___ S/O ___ D <u>  X  </u> N  <b>Title/Description: Creative Writing Assignment for Antigone (optional)</b>  In at least 1 page, explain what you think might have happened to Ismene, Creon and any of the other characters who were still alive at the end of the play. Use your imagination and be creative.				X	
___ P or ___ OD and Structure: ___ C/C ___ C/E ___ P/S ___ S/O ___ D ___ N  <b>Title/Description: Oedipus Writing Assignment</b>  Prompt 1: The ongoing philosophical debate of whether human life is governed by fate or individual free-will is the subject of much of the world's best literature. In a well-organized essay, demonstrate that the fate, versus free-will puzzle is at the heart of the Oedipus myth. Provide specific examples from the text.				X	

Prompt 2: “Hubris” is defined as excessive personal pride. As Oedipus is about to learn the devastating truth of his origin and his destiny, the Chorus observes, “the Tyrant is a child of Pride.” In a well written essay, argue whether or not hubris is the essential cause of Oedipus’ downfall.								
Assessment Evidence:								
<b>Performance Tasks:</b>  Students will demonstrate the desired understandings through discussion, comprehension questions, and daily assignment’s/warm-ups. They will also have opportunities to showcase their understandings in the writing assignments above.					<b>Other Assessment Measures:</b>  Students will be assessed daily on a variety of journals, warm ups, and participation during class discussion. More formally, students will be assessed on quizzes, tests, and the benchmark for the first marking period. They will also have homework assignments, and projects.			
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)								
Guided Reading		Present audio version or read aloud one or more selections of literature. Before, during, and after reading, discuss with students the author’s tone. Lead students to identify the author’s feelings, especially juxtaposing feelings, and discuss how background, personal experiences, and surroundings contribute to tone. Then students will highlight evidence of the author’s feelings and analyze tone as a writing technique.  <b>Differentiation:</b> The teacher may preview top and upcoming skill with struggling readers/learners. The teacher may have higher-level readers/learners complete dialectical journal before, during, and after reading.						

<b>Comprehension Questions</b>	<p>During and after reading, teacher will ask comprehension questions to guide classroom discussion and/or have students share &amp; discuss in pairs and/or initiate a writing task.</p> <p><b>Differentiation:</b> The teacher will provide more guidance to struggling learners. The teacher will have higher-level learners generate their own comprehension questions.</p>
<b>Independent Reading</b>	<p>Introduce text with consideration of the meanings of the sections and preview images and captions with students. Students will read independently demonstrating active reading by annotating the text to show techniques the author uses, and/or respond in writing to reading strategy &amp; literary analysis questions which correspond with specific texts as presented in the textbook. Lead full-class discussion and/or facilitate small group discussion, prompting students to sort out literary techniques, thematic connections, and/or similarities and differences among studied materials.</p> <p><b>Differentiation:</b> The teacher will group students in the way they feel best suits the assigned discussion/task.</p>
<b>Graphic Organizers</b>	<p>Guide students to identify and classify the audience, subject, context, and purpose of the studied exploration narratives and puritan works. Additionally, graphic organizer can contain examples of word choice and details used by authors, or include allusions for enrichment. The structured analysis shows the ways readers can consider individual parts of literature in order to understand the whole.</p> <p><b>Differentiation:</b> The teacher will provide modified levels of graphic organizers to use for various learners.</p>
<b>Ticket-out-the-door</b>	<p>Students will oftentimes be given a ticket-out-the-door to aid in comprehension and give opportunities to provide feedback, new material learned, and ask questions. Prompts may be: What did you have difficulty with today's lesson? or: Why do you think Antigone deliberately went against her uncle's decree?</p> <p><b>Differentiation:</b> For more outgoing and vocal students, teachers may encourage sharing.</p>
<b>Weekly Assessment (Reading, Vocab,</b>	<p>The teacher will guide and model how to take weekly assessments including vocabulary quizzes which may include matching, fill-in-the-blank, and word in context sections. Reading assessment may include quizzes/tests in a variety structures. The teacher may present students with portions of PARCC-released exams, or teacher-created PARCC-style material and model testing conditions in the classroom.</p>

<b>Grammar)</b>	<b>Differentiation:</b> The teacher may read the test and answer choices as needed.
<b>Additional General Modification</b>	<ul style="list-style-type: none"> <li>- 'chunking' new material</li> <li>- Providing step by step prompts</li> <li>- Repeated practice</li> <li>- Sequenced review</li> <li>- Directed questioning and responses</li> <li>- Sequence tasks from easy to difficult</li> <li>- Individual/small group/whole group</li> <li>- Independent writing</li> <li>- Make predictions</li> <li>- Set goals</li> <li>- Modeling- teacher demonstrates, students use model to problem solve</li> <li>- Meaningful, real-life connections</li> <li>- Warm up activities &amp; exit slips</li> </ul>
Resources:	
<p>Prentice Hall Literature: Grade 10, Penguin Edition</p> <p>Copyright date: 2007, by Pearson Education, Inc., publishing as Pearson Prentice Hall, Upper Saddle, New Jersey 07458</p> <p>Other resources:</p> <p>Department of Education website: <a href="http://www.state.nj.us/education/cccs/2016/ela/">http://www.state.nj.us/education/cccs/2016/ela/</a></p>	
<b>Suggested Time Frame</b>	40-45 days

Content Area:	Sophomore English	Grade: 10
Unit Plan Title:	Unit 4: Shakespeare’s Julius Caesar	
Overview/Rationale: Read various genres and types of text with fluency and comprehension. Demonstrate command of various writing genres.		
Students will be reading Shakespeare’s, “Julius Caesar.” They will be making modern day connections with the conflicts and themes presented throughout this play.		
Standard(s) Number and Description		
Standards for Reading		
<p><b>RL.9-10.1.</b> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>RL.9-10.2.</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p><b>RL.9-10.3.</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>RL.9-10.4.</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>RL.9-10.5.</b> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p><b>RL.9-10.6.</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>RL.9-10.9.</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws</p>		



on a play by Shakespeare).

### **Standards for Writing**

**W.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) 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 style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

**W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.9-10.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.9.** Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

### **Standards for Speaking and Listening**

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 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. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new

connections in light of the evidence and reasoning presented.

**SL.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**SL.9-10.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence

**SL.9-10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**SL.9-10.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

**SL.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

#### **Standards for Language**

**L.9-10.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Use parallel structure.

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**L.9-10.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

B. Use a colon to introduce a list or quotation.

C. Spell correctly.

**L.9-10.3.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

**L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical*;

*advocate, advocacy).*

- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

#### **Technology Standard(s) Number and Description**

**W.9-10.6.** Use technology, including the Internet, to produce, share, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- Use technology proficiently for production, publication, and collaboration
- Choose and evaluate various platforms
- Link and cite multiple sources
- Use various technological platforms to create and evaluate shared writing products

**TECH.8.1.12.A.CS1** Understand and use technology systems.

**TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

**TECH.8.1.12.B.CS1** Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.12.B.CS2** Create original works as a means of personal or group expression.

#### **Interdisciplinary Standard(s) Number and Description**

**SCI.9-12.5.1.12.C.1** Reflect on and revise understandings as new evidence emerges.

**SCI.9-12.5.1.12.C.3** Consider alternative theories to interpret and evaluate evidence-based arguments.

**SOC.6.3.12.CS3** - Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.

**SOC.6.3.12.CS4**- Critically analyze information, make ethical judgments, and responsibly address controversial issues.

**SOC.6.3.12.CS5**- Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.

**SOC.6.3.12.CS6**- Make informed and reasoned decisions and accept responsibility for the consequences

<b>Enduring Understandings:</b>			
Students will actively read Shakespearean drama with fluency and comprehension. Students will identify, describe, evaluate, and synthesize central ideas in text. Students will analyze character motive and accountability.			
<b>Essential Questions :</b>			
How does Shakespeare use elements of drama to create a tragic hero? How does the plot in each act help to reveal themes? How does dialogue advance the action of a play? How do fate, character flaws, and motive contribute to a tragic hero's downfall? What do dramatic speeches reveal about characters and their relationships to others? How does the plot in each act help reveal themes in the tragedy?			
<b>21<sup>st</sup> Century Connections</b>			
<i>Check all that apply.</i>		<i>Indicate whether these skills are <b>E</b>-Encouraged, <b>T</b>-Taught, and/or <b>A</b>-Assessed in this unit by marking <b>E</b>, <b>T</b>, <b>A</b> on the line before the appropriate skill.</i>	
<b>21<sup>st</sup> Century Interdisciplinary Themes</b>		<b>21<sup>st</sup> Century Skills</b>	
	X	Global Awareness	ETA Critical Thinking and Problem Solving
	X	Environmental Literacy	EA Creativity and Innovation
		Health Literacy	ETA Communication and Collaboration

		Civic Literacy	E	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
			ETA	Social and Cross-Cultural Skills
			EA	Productivity and Accountability
			ET	Leadership and Responsibility
			ET	Information Literacy Skills
			E	Media Literacy Skills
			ETA	Information, Communication, and Technology (ICT) Literacy
<b>Career Ready Practices:</b>				
<i>Indicate whether these skills are <b>E</b>-Encouraged, <b>T</b>-Taught, or <b>A</b>-Assessed in this unit by marking <b>E, T, A</b> on the line before the appropriate skill.</i>				
	EA	CRP1. Act as a responsible and contributing citizen and employee		
	ETA	CRP2. Apply appropriate academic and technical skills		
	ET	CRP3. Attend to personal health and financial well-being		

ETA	CRP4. Communicate clearly and effectively with reason
ETA	CRP5. Consider the environmental, social and economic impacts of decisions
ETA	CRP6. Demonstrate creativity and innovation
ETA	CRP7. Employ valid and reliable research strategies
ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
ETA	CRP9. Model integrity, ethical leadership, and effective management
ETA	CRP10. Plan education and career paths aligned to personal goals
ET	CRP11. Use technology to enhance productivity
ETA	CRP12. Work productively in teams while using cultural global competence
ETA	
<b>Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)</b>	
<b><i>Students will know....</i></b> <ul style="list-style-type: none"> <li>- Background information of William Shakespeare and his impact on modern English language.</li> <li>- How to use stage directions when reading a play.</li> <li>- How to identify Blank Verse.</li> <li>- How to decipher types of dramatic speech.</li> <li>- How dramatic irony adds interest to a plot line.</li> </ul>	<b><i>Students will be able to (do)...</i></b> <ul style="list-style-type: none"> <li>- Utilize stage directions to read a play with intonation and accuracy.</li> <li>- Recall important historical information regarding Shakespearean theater.</li> <li>- Cite textual evidence to support claims.</li> <li>- Compare types of dramatic speech.</li> <li>- Paraphrase Old English.</li> <li>- Analyze the emotional effects of dramatic irony.</li> </ul>

- How motive drives a character's actions. - How Shakespeare combines history and fiction.		- Analyze the ending of the play. - Analyze how Roman life-style changes our understanding of the play.	
<b>Key Vocabulary and Terms:</b>			
Tragic flaw, internal conflict, soliloquy, stage directions, dramatic irony, ethos, logos, pathos, proscription, unassailable, covert, legions, mantle, carrion, repeal			
<b>Texts Included (List in Order of Increasing Complexity)</b>			<b>Check Type</b>
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b> <b>D = Description N = Narrative Type: L = Literary I = Informational</b>			<div>L</div> <div>I</div>
<b>Structure (Check appropriate choice):</b> ____ C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S ____ S/O ____ D ____ N <b>Title/Information:</b> "The Tragedy of Julius Caesar" pages 825-923			<div>X</div>
<b>Writing Assignments</b>			<b>Check Type</b>
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b> <b>D = Description N = Narrative Type: A = Argument E = Explanatory/Informational N = Narrative R = Research</b>			<div>A</div> <div>E</div> <div>N</div> <div>R</div>
____ Process ____ On Demand AND Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E ____ P/S ____ S/O ____ D ____ N <b>Title/Description:</b> Julius Caesar Essay- Choose one of the following prompts and writes a well-organized, five paragraph essay. 1. Brutus is often considered a tragic hero. Considering his positive attributes, his flaws, and his role in the play, do you agree or disagree with this sentiment? Why/why not? You may also consider discussing why another character may be the tragic			<div>X</div>

<p>hero.</p> <p>2. Is Brutus a villain or a hero? Is he a dishonorable man, or a mistaken one? Why/why not? If you think he is a villain, consider discussing his villainous aspects and how they contribute to the play.</p> <p>3. Discuss the role/function/power, or lack thereof, of omens/supernatural events and fate in the play (such as discussing what the various responses to these phenomena show about the struggle between fate and free will in the play and whether or not the play's tragedies be attributed to the characters' failure to read the omens properly, or if the omens merely presage the inevitable).</p> <p>4. Discuss the role of women in the play, comparing and contrasting Portia and Calpurnia and/or comparing and contrasting their marriages to Brutus and Caesar, respectively.</p> <p>5. Does a single hero or villain exist in the play? If so, who, and why? Or why not? (Or discuss who is the most admirable/sympathetic and/or the most despicable character and why.)</p>				
<b>Assessment Evidence:</b>				
<p><b>Performance Tasks:</b></p> <p>PARCC Writing with Rubric Comprehension and Analysis Questions Outlines Study guides for selections Graphic Organizers/Venn Diagrams Plot Diagrams</p>	<p><b>Other Assessment Measures:</b></p> <p><i>Progress Monitoring</i> <i>Vocabulary and Grammar Warmups</i> <i>Vocabulary and Grammar Quizzes</i> <i>Comprehension quizzes</i> <i>Unit Test</i> <i>Completed Writing Pieces</i> <i>Exit Slips</i> <i>Benchmark</i></p> <p><i>Quotations test</i></p>			



Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
<b>Guided Reading</b>	<p>Present audio version or read aloud one or more selections of literature. Before, during, and after reading, discuss with students the author's tone. Lead students to identify the author's feelings, especially juxtaposing feelings, and discuss how background, personal experiences, and surroundings contribute to tone. Then students will highlight evidence of the author's feelings and analyze tone as a writing technique.</p> <p><b>Differentiation:</b> The teacher may preview top and upcoming skill with struggling readers/learners. The teacher may have higher-level readers/learners complete dialectical journal before, during, and after reading.</p>
<b>Comprehension Questions</b>	<p>During and after reading, teacher will ask comprehension questions to guide classroom discussion and/or have students share &amp; discuss in pairs and/or initiate a writing task.</p> <p><b>Differentiation:</b> The teacher will provide more guidance to struggling learners. The teacher will have higher-level learners generate their own comprehension questions.</p>
<b>Independent Reading</b>	<p>Introduce text with consideration of the meanings of the sections and preview images and captions with students. Students will read independently demonstrating active reading by annotating the text to show techniques the author uses, and/or respond in writing to reading strategy &amp; literary analysis questions which correspond with specific texts as presented in the textbook. Lead full-class discussion and/or facilitate small group discussion, prompting students to sort out literary techniques, thematic connections, and/or similarities and differences among studied materials.</p> <p><b>Differentiation:</b> The teacher will group students in the way they feel best suits the assigned discussion/task.</p>
<b>Graphic Organizers</b>	<p>Guide students to identify and classify the audience, subject, context, and purpose of the studied exploration narratives and puritan works. Additionally, graphic organizer can contain examples of word choice and details used by authors, or include allusions for enrichment. The structured analysis shows the ways readers can consider individual parts of literature in order to understand the whole.</p>

	<b>Differentiation:</b> The teacher will provide modified levels of graphic organizers to use for various learners.
<b>Ticket-out-the-door</b>	<p>Students will oftentimes be given a ticket-out-the-door to aid in comprehension and give opportunities to provide feedback, new material learned, and ask questions. Prompts may be: What did you have difficulty with today's lesson? or: What does Cassius' tone reveal about his feelings toward Caesar? What is he trying to do to Brutus? Why?</p> <p><b>Differentiation:</b> For more outgoing and vocal students, teachers may encourage sharing.</p>
<b>Weekly Assessment (Reading, Vocab, Grammar)</b>	<p>The teacher will guide and model how to take weekly assessments including vocabulary quizzes which may include matching, fill-in-the-blank, and word in context sections. Reading assessment may include quizzes/tests in a variety structures. The teacher may present students with portions of PARCC-released exams, or teacher-created PARCC-style material and model testing conditions in the classroom.</p> <p><b>Differentiation:</b> The teacher may read the test and answer choices as needed.</p>
<b>Additional General Modification</b>	<ul style="list-style-type: none"> <li>• 'chunking' new material</li> <li>• Providing step by step prompts</li> <li>• Repeated practice</li> <li>• Sequenced review</li> <li>• Directed questioning and responses</li> <li>• Sequence tasks from easy to difficult</li> <li>• Individual/small group/whole group</li> <li>• Independent writing</li> <li>• Make predictions</li> <li>• Set goals</li> <li>• Modeling- teacher demonstrates, students use model to problem solve</li> <li>• Meaningful, real-life connections</li> <li>• Warm up activities &amp; exit slips</li> </ul>
<b>Resources:</b>	

Prentice Hall Literature: Grade 10, Penguin Edition

Copyright date: 2007, by Pearson Education, Inc., publishing as Pearson Prentice Hall, Upper Saddle, New Jersey 07458

Other resources:

Department of Education website: <http://www.state.nj.us/education/cccs/2016/ela/>

Suggested Time Frame

45-50 days

Content Area:	Sophomore English	Grade: 10
Unit Plan Title:	Unit 5: Novel Unit	
Overview/Rationale: Read various genres and types of text with fluency and comprehension. Demonstrate command of various writing genres.		
Through reading novels, students broaden their understanding of the world, which will aid them throughout life’s challenges. Reading stories helps to foster more tolerance towards other cultures and more understanding in the contacts with people. A reader knows there’s always more to people than what the first page shows.		
Standard(s) Number and Description		
Standards for Reading		
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.		
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.		
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.		
RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		
RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).		
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.		

**RL.9-10.7.** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).

**RL.9-10.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

**RL.9-10.10.** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

### **Standards for Writing**

**W.9-10.2.** 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 to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient 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 to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.9-10.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.9.** Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

### **Standards for Speaking and Listening**

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 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. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

**SL.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**SL.9-10.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence

**SL.9-10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**SL.9-10.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

**SL.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

#### **Standards for Language**

**L.9-10.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Use parallel structure.

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**L.9-10.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.

**L.9-10.3.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing,

speaking or listening.

- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

**L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

#### **Technology Standard(s) Number and Description**

**W.9-10.6.** Use technology, including the Internet, to produce, share, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

- Use technology proficiently for production, publication, and collaboration
- Choose and evaluate various platforms
- Link and cite multiple sources
- Use various technological platforms to create and evaluate shared writing products

**TECH.8.1.12.A.CS1** Understand and use technology systems.

**TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

**TECH.8.1.12.B.CS1** Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.12.B.CS2** Create original works as a means of personal or group expression.

<b>Interdisciplinary Standard(s) Number and Description</b>	
<p><b>SCI.9-12.5.1.12.C.1</b> Reflect on and revise understandings as new evidence emerges.</p> <p><b>SCI.9-12.5.1.12.C.3</b> Consider alternative theories to interpret and evaluate evidence-based arguments.</p> <p><b>SOC.6.3.12.CS3</b> - Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.</p> <p><b>SOC.6.3.12.CS4</b>- Critically analyze information, make ethical judgments, and responsibly address controversial issues.</p> <p><b>SOC.6.3.12.CS5</b>- Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.</p> <p><b>SOC.6.3.12.CS6</b>- Make informed and reasoned decisions and accept responsibility for the consequences</p>	
<b>Enduring Understandings:</b>	
<p>Students will actively read with fluency and comprehension.</p> <p>Students will identify, describe, evaluate, and synthesize central ideas in text.</p> <p>Students will analyze character motive and accountability and make connections to their own cultural experiences.</p>	
<b>Essential Questions :</b>	
<ul style="list-style-type: none"> <li>• How can a novel reveal truths about human nature?</li> <li>• How does an author's background affect themes in his writing?</li> <li>• How does the novel reflect societal conditions of the time period?</li> <li>• How are themes presented throughout the course of a novel?</li> <li>• How does an author use symbolism to convey a deeper meaning?</li> <li>• Is the protagonist a dynamic character?</li> <li>• How do characters affect the development of the plot?</li> <li>• What internal and external conflicts do the characters face?</li> <li>• How does other literature factor into novels?</li> </ul>	
<b>21<sup>st</sup> Century Connections</b>	
<i>Check all that apply.</i>	<i>Indicate whether these skills are <b>E</b>-Encouraged, <b>T</b>-Taught, and/or <b>A</b>-Assessed in this unit by marking <b>E</b>, <b>T</b>, <b>A</b> on the line before the appropriate skill.</i>



21 <sup>st</sup> Century Interdisciplinary Themes			21 <sup>st</sup> Century Skills	
	X	Global Awareness	ETA	Critical Thinking and Problem Solving
	X	Environmental Literacy	EA	Creativity and Innovation
		Health Literacy	ETA	Communication and Collaboration
	X	Civic Literacy	E	Flexibility and Adaptability
	X	Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
			ETA	Social and Cross-Cultural Skills
			EA	Productivity and Accountability
			ET	Leadership and Responsibility
			ET	Information Literacy Skills
			E	Media Literacy Skills
			ETA	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				

Indicate whether these skills are *E*-Encouraged, *T*-Taught, or *A*-Assessed in this unit by marking *E*, *T*, *A* on the line before the appropriate skill.

ETA	CRP1. Act as a responsible and contributing citizen and employee
ET	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
ETA	CRP4. Communicate clearly and effectively with reason
ETA	CRP5. Consider the environmental, social and economic impacts of decisions
ETA	CRP6. Demonstrate creativity and innovation
ETA	CRP7. Employ valid and reliable research strategies
ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
ETA	CRP9. Model integrity, ethical leadership, and effective management
ETA	CRP10. Plan education and career paths aligned to personal goals
ET	CRP11. Use technology to enhance productivity
ETA	CRP12. Work productively in teams while using cultural global competence
ETA	

**Student Learning Goals/Objectives:**

<b>Students will know....</b> <ul style="list-style-type: none"><li>- The author’s biography.</li><li>- The history of the time period.</li><li>- How to analyze the influence of cultural and historical context.</li><li>- How conflict often tests a character’s moral values.</li></ul>	<b>Students will be able to (do)...</b> <ul style="list-style-type: none"><li>- <i>Identify how themes develop throughout a text.</i></li><li>- <i>Explain what caused The Great Depression.</i></li><li>- <i>Infer what life would have been like in the 1930s.</i></li><li>- <i>Identify what a “coming of age” novel is.</i></li><li>- <i>Recall the history of the time period and the author.</i></li><li>- <i>Utilize textual evidence to prove claims based on character and conflict.</i></li><li>- <i>Evaluate the cultural significance of the story.</i></li><li>- <i>Analyze incidents that provoke decisions and reveal character.</i></li></ul>			
<b>Key Vocabulary and Terms:</b>				
Symbolism, assimilationist, simile, The American Dream, tirade, foreshadowing, alliteration				
<b>Texts Included (List in Order of Increasing Complexity)</b>			<b>Check Type</b>	
<b>KEY: Structure:</b> C/C = Compare and Contrast   C/E = Cause and Effect   P/S = Problem/Solution   S/O – Sequence/Order  <b>D = Description   N = Narrative                      Type: L = Literary   I = Informational</b>			L	I
<b>Structure (Check appropriate choice):</b> _____ C/C   __X__ C/E   __X__ P/S   __X__ S/O   __X__ D   _____ N			X	
<b>Title/Information:</b> “Of Mice and Men” by John Steinbeck				
<b>Structure (Check appropriate choice):</b> __X__ C/C   __X__ C/E   __X__ P/S   _____ S/O   _____ D   _____ N			X	
<b>Title/Information:</b> “A Raisin in the Sun” by Lorraine Hansberry				

<b>Structure (Check appropriate choice):</b> ____ C/C __X__ C/E __X__ P/S __X__ S/O ____ D ____ N		X		
<b>Title/Information:</b> "The Miracle Worker" by William Gibson				
<b>Structure (Check appropriate choice):</b> __X__ C/C __X__ C/E __X__ P/S ____ S/O ____ D __X__ N		X		
<b>Title/Information:</b> "To Kill a Mockingbird" by Harper Lee				
<b>Writing Assignments</b>		<b>Check Type</b>		
<b>KEY: Structure:</b> C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative <b>Type:</b> A = Argument E = Explanatory/Informational N = Narrative R = Research		A	E	N
____ Process ____ On Demand AND Structure: __X__ C/C __X__ C/E ____ P/S ____ S/O __X__ D ____ N  <b>Title/Description:</b>  <b>Directions:</b> "A Raisin in the Sun" Write two well-developed essays on any two of the following questions using <u>specific examples and quotations</u> to support what you say. Check your essays for spelling, grammar, and punctuation.  1. Mama is described as the strongest member of the Younger family. Describe Mama's philosophy or outlook on life. (1, well developed)  2. Beneatha Younger is a representative of the younger generation whose dreams are far different from those of her mother. In contrast to Mama's dreams, what does Beneatha want out of life? (2 contrasts)				X

3. Contrast the kind of future Beneatha would have with George to the future she would have with Asagai. (2 contrasts)				
4. Walter's attitude toward his family greatly change in the play. What changes does Walter go through, and what events cause them? (3)				
5. Mama carefully nurtures her plant throughout the play. What does the plant stand for, and how does it serve to symbolize the action of the play? (2)				
<p>___ P or ___ OD and Structure: ___X___ C/C ___X___ C/E ___X___ P/S ___ S/O ___ D ___ N</p> <p><b>Title/Description:</b> <i>"To Kill a Mockingbird"</i> Essay</p> <p><i>Directions:</i> Choose two of the following questions and write your answers in correct paragraph form. Use specific examples and details to support your responses.</p> <p>1. Explain how the title of the book relates to the theme. Who are mockingbird figures in the novel—explain why they would be considered such.</p> <p>2. Why does Atticus defend Tom Robinson even though Atticus is aware of the roadblocks he will encounter and the possible negative effects upon his children?</p> <p>3. What is Atticus actually condemning in his closing remarks to the jury? What is the target of Atticus' final plea?</p> <p>4. In what way does Scout demonstrate her sensitivity and compassion in the last scene with Boo Radley? What has she learned from the beginning of the book?</p>			X	
<p>___ P or ___ OD and Structure: ___X___ C/C ___X___ C/E ___X___ P/S ___ S/O ___ D ___ N</p>			X	

<b>Title/Description: “Of Mice and Men” Essay</b>  Dreams: What is the importance of dreams in Of Mice and Men? What role do they play in people’s lives? How do people use dreams, and how to various characters’ dreams affect them?  Discrimination: Look at the various examples of discrimination in Of Mice and Men. How does discrimination affect different characters? How do characters respond to discrimination, and how does it affect their lives, and the outcome of the story?  Friendship. How does Steinbeck portray friendship in Of Mice and Men? How does its presence or absence affect different characters, in their actions and in their relationships? What does it require of people, and what does it offer them in return?  Loneliness. Many of the characters in Of Mice and Men seem lonely. Why are various characters lonely, and how does it affect them?					
____ P or ____ OD and Structure: __X__ C/C ____ C/E _X_ P/S ____ S/O ____ D ____ N				X	
<b>Title/Description: “The Miracle Worker” Essay</b>  In a five paragraph essay write about a specific characters isolation in “The Miracle Worker.” Isolation is a prominent theme in “The Miracle Worker.” Choose one character, James, Annie, or Helen explains their isolation. Use specific examples and quotes from the text to support your reasoning.					
<b>Assessment Evidence:</b>					
<b>Performance Tasks:</b> PARCC Writing with Rubric Comprehension and Analysis Questions Outlines Study guides for selections Graphic Organizers/Venn Diagrams Plot Diagrams		<b>Other Assessment Measures:</b> Progress Monitoring Vocabulary and Grammar Warmups Vocabulary and Grammar Quizzes Comprehension quizzes Unit Test Completed Writing Pieces Exit Slips			

Benchmark	
<b>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</b>	
<b>Comprehension Questions</b>	<p>During and after reading, teacher will ask comprehension questions to guide classroom discussion and/or have students share &amp; discuss in pairs and/or initiate a writing task. Questions will range from broad (such as: "What are some of the hardships the author describes?" and "What images affect you most in the passage?") to more specific and literary (such as: "Which first-person account seems most reliable to you? Why?" and "How does the author want audiences to react?")</p> <p><b>Differentiation:</b> The teacher will provide more guidance to struggling learners. The teacher will have higher-level learners generate their own comprehension questions.</p>
<b>Guided Reading</b>	<p>Present audio version or read aloud one or more selections of literature. Before, during, and after reading, discuss with students the author's tone. Lead students to identify the author's feelings, especially juxtaposing feelings, and discuss how background, personal experiences, and surroundings contribute to tone. Then students will highlight evidence of the author's feelings and analyze tone as a writing technique.</p> <p><b>Differentiation:</b> The teacher may preview top and upcoming skill with struggling readers/learners. The teacher may have higher-level readers/learners complete dialectical journal before, during, and after reading.</p>
<b>Graphic Organizers</b>	<p>Guide students to identify and classify the audience, subject, context, and purpose of the studied exploration narratives and puritan works. Additionally, graphic organizer can contain examples of word choice and details used by authors, or include allusions for enrichment. The structured analysis shows the ways readers can consider individual parts of literature in order to understand the whole.</p> <p>Differentiation: The teacher will provide modified levels of graphic organizers to use for various learners.</p>
<b>Weekly Assessment (Vocabulary, Grammar,</b>	<p><i>The teacher will guide and model how to take weekly assessments including vocabulary quizzes which may include matching, fill-in-the-blank, and word in context sections. Reading assessment may include quizzes/tests in a variety structures. The teacher may present students with portions of PARCC-released exams, or teacher-</i></p>

<b>Reading)</b>	<p><i>created PARCC-style material and model testing conditions in the classroom.</i></p> <p><i>Differentiation: The teacher may read the test and answer choices as needed.</i></p>
<b>Independent Reading</b>	<p><i>Introduce text with consideration of the meanings of the sections and preview images and captions with students. Students will read independently demonstrating active reading by annotating the text to show techniques the author uses, and/or respond in writing to reading strategy &amp; literary analysis questions which correspond with specific texts as presented in the textbook. Lead full-class discussion and/or facilitate small group discussion, prompting students to sort out literary techniques, thematic connections, and/or similarities and differences among studied materials.</i></p> <p><i>Differentiation: The teacher will group students in the way they feel best suits the assigned discussion/task.</i></p>
<b>Additional General Modifications</b>	<ul style="list-style-type: none"> <li>- 'chunking' new material</li> <li>- Providing step by step prompts</li> <li>- Repeated practice</li> <li>- Sequenced review</li> <li>- Directed questioning and responses</li> <li>- Sequence tasks from easy to difficult</li> <li>- Individual/small group/whole group</li> <li>- Independent writing</li> <li>- Make predictions</li> <li>- Set goals</li> <li>- Modeling- teacher demonstrates, students use model to problem solve</li> <li>- Meaningful, real-life connections</li> <li>- Warm up activities &amp; exit slips</li> </ul>
<b>Ticket-out-the-door</b>	<p>Students will oftentimes be given a ticket-out-the-door to aid in comprehension and give opportunities to provide feedback, new material learned, and ask questions. Prompts may be: What did you have difficulty with today's lesson? Why do you think George calls Beneatha an "assimilationist"?</p> <p><b>Differentiation:</b> For more outgoing and vocal students, teachers may encourage sharing.</p>
<b>Resources:</b>	



Prentice Hall Literature: Grade 10, Penguin Edition

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Other resources:

Department of Education website: <http://www.state.nj.us/education/cccs/2016/ela/>

- Steinbeck, John. *Of Mice and Men*. New York, N.Y., U.S.A: Penguin Books, 1994. Print.
  - Lee, Harper. *To Kill a Mockingbird*. New York: Harper Perennial Modern Classics, 2006. Print.
  - Hansberry, Lorraine. *A Raisin in the Sun*.
- Gibson, William. *The Miracle Worker*.

Suggested Time Frame

35-40 days

## Curricular Map of High School Student Learning Standards for English Language Arts

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
<b>Progress Indicators for Reading Literature</b>		
<b>Key Ideas and Details</b>		
- RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	X	X
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.	X	X
RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	X	X
<b>Craft and Structure</b>		
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	X	X
RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).	X	X
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	X	X
<b>Integration of Knowledge and Ideas</b>		

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i> ).	X	X
RL.9-10.8. (Not applicable to literature)		

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).	X	X
<b>Range of Reading and Level of Text</b>		
RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.	X	X
By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or		
<b>Progress Indicators for Reading Informational Text</b>		
<b>Key Ideas and Details</b>		
RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	X	X
RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	X	X
RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	X	X
<b>Craft and Structure</b>		

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	X	X
RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	X	X
RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.	X	X

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
<b>Integration of Knowledge and Ideas</b>		
RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	X	X
RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.	X	X
RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.	X	X
<b>Range of Reading and Level of Text Complexity</b>		
RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.	X	X
By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.		

Progress Indicators for Writing		
Text Types and Purposes		
<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>E. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>F. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>G. Use transitions (e.g. words, phrases, clauses) 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.</p> <p>H. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective</p>	X	X

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		
<p>W.9-10.2. 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.</p> <p>G. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>H. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>I. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>J. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>K. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p>	X	X

L. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		
W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
E. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.		
F. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	X	X
G. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.		
H. 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.		
<b>Production and Distribution of Writing</b>		
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	X	X
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	X	X
W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	X	X
W.9-10.7. 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	X	

sources on the subject, demonstrating understanding of the subject under investigation.		
W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	X	
W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.  B. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).	X	X

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
B. Apply <i>grades 9–10 Reading standards</i> to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).		
<b>Range of Writing</b>		
W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	X	X
<b>Progress Indicators for Speaking and Listening</b>		
<b>Comprehension and Collaboration</b>		



<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	X	X
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p>	X	X
<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	X	X

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
<b>Presentation of Knowledge and Ideas</b>		
<p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	X	X

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.	<b>X</b>	<b>X</b>
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.	<b>X</b>	<b>X</b>
<b>Progress Indicators for Language</b>		
<b>Conventions of Standard English</b>		
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  A. Use parallel structure.  B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<b>X</b>	<b>X</b>
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  D. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  E. Use a colon to introduce a list or quotation.  F. C. Spell correctly.	<b>X</b>	<b>X</b>

	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>
<b>Knowledge of Language</b>		

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.	X	X
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.		

Vocabulary Acquisition and Use		
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>E. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>F. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>G. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>H. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	X	X
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>C. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>D. Analyze nuances in the meaning of words with similar denotations.</p>	X	X
L.9-10.6. 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.	X	X

## Course Syllabus

### English 10

**Anthology:** Prentice Hall Literature: Grade 10, Penguin Edition

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### Unit 1: Short Stories

Narrative Reading:

- W.W. Jacobs *"The Monkey's Paw"* (31-41)
- Jack Finney *"Contents of the Dead Man's Pockets"* (110-125)
- Edgar Allen Poe *"Masque of the Red Death"* (340-348)
- William Kelvin Kelley *"A Visit to Grandmother"* (220-229)
- Leo Tolstoy *"How Much Land Does a Man Need?"* (308-323)

Writing Focus:

- Explanatory, Narrative

### Unit 2: Reading Information, Informative and Explanatory

Informational and Autobiographical Texts:

- Lynn Cox, Autobiography *"Swimming to Antarctica"* (58-69)
- Alexander Petrunkevitch *"The Spider and the Wasp"* (428-433)
- Umberto Eco *"How to React to Familiar Faces"* (174-176)
- Pat Mora *"The Leader in the Mirror"* (177-180)
- Maya Angelou, (Autobiography) *"I Know Why the Caged Bird Sings"* (73-78)

Writing Focus:

- Explanatory, Narrative

### **Unit 3: Greek Tragedy and Argumentative Writing**

Narrative Reading:

- Oedipus (online pdf file)
- Antigone (750-789)

Writing Focus:

- Argument, Explanatory, Narrative

### **Unit 4: Shakespeare Tragedy**

Narrative Reading:

- William Shakespeare "The Tragedy of Julius Caesar" (825-923)

Writing Focus:

- Argument, Explanatory

### **Unit 5: The Novel**

Narrative Reading:

- John Steinbeck "Of Mice and Men"
- Lorraine Hansberry "A Raisin in the Sun"
- William Gibson "The Miracle Worker"
- Harper Lee "To Kill a Mockingbird"



# 11<sup>th</sup> GRADE ELA CURRICULUM

Middle Township Public Schools  
216 S. Main Street  
Cape May Court House, NJ 08210

## Acknowledgements

Dr. David Salvo	Superintendent
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### High School English Curriculum Work Committee

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### Curriculum Formatting and Compilation

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## Introduction

This curriculum is a living document; it has been created collaboratively by teachers for their colleagues as a guide for lesson planning. It is designed for updates and reviews as students' needs change, as the school implements new technology, and as the district acquires new publications/textbooks.

This curriculum has been prepared to meet the requirements of the Middle Township Board of Education and the New Jersey Department of Education. The activities and texts provided in this curriculum are aligned with the New Jersey Student Learning Standards for English Language Arts Grades 11-12. These standards address student competencies in Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language.



Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and steadily work toward meeting the more general expectations as described in the standards.

### Course Description

The purposes of the English 11 course are as follows:

1. To learn to use reading, writing, listening, speaking, and language skills individually and in groups.
2. To have literacy skills necessary for personal and shared use throughout life.
3. To develop a personal voice and prepare for interdisciplinary studies and the English 12 academic experience.

Students will read representative works of American literature, studying the movements chronologically from the days of early exploration to the contemporary era. Through the five units taught, students will examine a variety of literary techniques, will learn the ways previous literary movements impact those after them, and will discover the ways historical, political, and personal perspectives influence literature. Students will write and refine writing skills through revising, conferencing, and rewriting. Their writing skills will take various modes, including argumentative, explanatory, narrative, and research-based. They will also receive opportunities to speak on a variety of occasions for diverse purposes and audiences.

### Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
<b>Unit 1- Early Explorers &amp; Puritan Literature</b>	<p>Students will understand how the literature of the Early Explorers depicts the European's reactions to the American landscapes and earliest inhabitants.</p> <p>Students will examine how texts can possess both similarities and differences in reference to how each early explorer narratives reflect their experiences and motives.</p> <p>Students will discover the purposes behind explorers' travel journals and understand that actions have a reaction.</p>	<b>RL.11-12.1-3</b> <b>RI.11-12.1-3</b> <b>W.11-12.1-6</b> <b>SL.11-12.1-6</b> <b>L.11-12.1-6</b>	28-35 Days
<b>Unit 2- The Enlightenment &amp; Early Romantics</b>	<p>Students will understand how the change of philosophy during the Enlightenment affected American literature and politics.</p> <p>Students will examine how Early Romantic literature differs from earlier American literature.</p> <p>Students will discover the influence of reason and emotion in spoken and written works.</p>	<b>RL.11-12.1, 3-5, 7, &amp; 9</b> <b>RI.11-12.1, 3, 4, 6, 8, &amp; 9</b> <b>W.11-12.1, 2, 4-6, 9, &amp; 10</b> <b>SL.11-12.1-6</b> <b>L.11-12.1-6</b>	28-35 Days
<b>Unit 3- Transcendentalists &amp; Civil War Writers</b>	<p>Students will understand how previous literary movements impacted Transcendentalist thinkers.</p> <p>Students will examine how individuals express thoughts and feelings in literature.</p> <p>Students will discover the ways life and personal perspectives influence writing.</p>	<b>RL.11-12.4</b> <b>RI.11-12.1, 4, 6, 7, &amp; 9</b> <b>W.11-12.1, 2, &amp; 4-10</b> <b>SL.11-12.1-6</b> <b>L.11-12.1-6</b>	28-35 Days

<b>Unit 4- Modernists</b>	<p>Students will understand how previous literary movements impacted Modernist writers.</p> <p>Students will examine how various literary structures and characters are used to present themes.</p> <p>Students will discover the ways life and personal perspectives influence writing.</p>	<p><b>RL.11-12.1-7</b>  <b>RI.11-12.4</b>  <b>W.11-12.1-7, 9, &amp; 10</b>  <b>SL.11-12.1-6</b>  <b>L.11-12.1-6</b></p>	28-35 Days
<b>Unit 5- Post-Modernists</b>	<p>Students will understand how previous literary movements impacted Post-Modernist writers.</p> <p>Students will examine how various literary structures and characters are used to present themes.</p> <p>Students will discover the ways life and personal perspectives influence writing.</p>	<p><b>RL.11-12.1-7, &amp; 10</b>  <b>RI.11-12.1, 4, &amp; 10</b>  <b>W.11-12.1-7, 9, &amp; 10</b>  <b>SL.11-12.1-6</b>  <b>L.11-12.1-6</b></p>	28-35 Days

Content Area:	Reading Literature and Writing Narrative	Grade(s): 11
Unit Plan Title:	Unit 1: Early Explorers & Puritan Literature	
Overview/Rationale		
Read various genres and types of text with fluency and comprehension. Demonstrate command of various writing genres.		
Standard(s) Number and Description		
Standards for Reading		
<p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence and make relevant connections 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.</p> <p><b>RL.11-12.2.</b> 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.</p> <p><b>RL.11-12.3.</b> 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).</p> <p><b>RI.11-12.1.</b> Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>RI.11-12.2.</b> Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p><b>RI.11-12.3.</b> 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.</p>		

### **Standards for 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-E

**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-F

**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-F

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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

### **Standards for 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 peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively: A-D

**SL.11-12.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**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 clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**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.

**Standards for Language**

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

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

**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. A

**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. A-D

**L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 1-B

**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.

**Technology Standard(s) Number and Description**

**TECH.8.1.12.A.CS1** Understand and use technology systems.

**TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

**TECH.8.1.12.B.CS1** Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.12.B.CS2** Create original works as a means of personal or group expression.

**Interdisciplinary Standard(s) Number and Description**

**SOC.6.1.12.D.1.a** Assess the impact of the interactions and conflicts between native groups and north American settlers.

**SOC.6.1.12.D.3.a** Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

**SOC.6.1.12.D.3.e** Determine the impact of religious and social movements on the development of American culture, literature, and art.

**SOC.6.2.12.B.6.a** Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

**Enduring Understandings:**

Students will understand how the literature of the Early Explorers depicts the European's reactions to the American landscapes and earliest inhabitants.

Students will examine how texts can possess both similarities and differences in reference to how each early explorer narratives reflect their experiences and motives.

Students will discover the purposes behind explorers' travel journals and understand that actions have a reaction.

**Essential Questions :**

What is the beginning of American literature?

What is an exploration narrative and why did explorers write them?

How can an author's point of view "color" the telling of events?

How does literature reflect the traits of specific authors?

### 21<sup>st</sup> Century Connections

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Interdisciplinary Themes</b>			<i>Indicate whether these skills are <b>E</b>-Encouraged, <b>T</b>-Taught, and/or <b>A</b>-Assessed in this unit by marking <b>E, T, A</b> on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>		
	<b>X</b>	Global Awareness		<b>T</b>	Critical Thinking and Problem Solving
		Environmental Literacy		<b>A</b>	Creativity and Innovation
		Health Literacy		<b>A</b>	Communication and Collaboration
		Civic Literacy		<b>E</b>	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy		<b>E</b>	Initiative and Self-Direction
				<b>T</b>	Social and Cross-Cultural Skills
				<b>A</b>	Productivity and Accountability



			E	Leadership and Responsibility
			T	Information Literacy Skills
			E	Media Literacy Skills
			E	Information, Communication, and Technology (ICT) Literacy
<b>Career Ready Practices:</b>				
<p><i>Indicate whether these skills are <b>E</b>-Encouraged, <b>T</b>-Taught, or <b>A</b>-Assessed in this unit by marking <b>E, T, A</b> on the line before the appropriate skill.</i></p>				

E	CRP1. Act as a responsible and contributing citizen and employee
T	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
A	CRP4. Communicate clearly and effectively with reason
T	CRP5. Consider the environmental, social and economic impacts of decisions
A	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
A	CRP9. Model integrity, ethical leadership, and effective management
	CRP10. Plan education and career paths aligned to personal goals
E	CRP11. Use technology to enhance productivity
A	CRP12. Work productively in teams while using cultural global competence
<b>Student Learning Goals/Objectives:</b>	
<b>Students will know....</b> <ul style="list-style-type: none"> <li>- How to recount the sequence of events in a story.</li> <li>- How to order events in a true story. - How to understand the author's purpose.</li> <li>- How to compare and contrast Early Explorers experiences and motives</li> <li>- How to compare and contrast Puritan works.</li> </ul>	<b>Students will be able to (do)...</b> <ul style="list-style-type: none"> <li>- Correctly order the events of a story. (e.g., beginning, middle, end)</li> <li>- Correctly order the events of a true story. (e.g., what happened first, next, last, etc.)</li> <li>- Identify the purpose or reason an author wrote a story.</li> <li>- Compare and contrast 2 grade-level texts (including Early</li> </ul>

<ul style="list-style-type: none"><li>- How to identify a character’s response to an event in a story.</li><li>- How to acquire and use new vocabulary.</li><li>- How to synthesize long sentences</li><li>- How to decode archaic vocabulary</li></ul>	<p>Explorer Narratives and Puritan works)</p> <ul style="list-style-type: none"><li>- Identify examples of cause and effect in a story (e.g., a character’s response to a major event.)</li><li>- Acquire and use new vocabulary words in writing or speaking.</li><li>- Compose a formal written narrative by creating their own travel journal</li><li>- Compose a formal persuasive essay by responding to a prompt that pertains to the Explorer/Puritan time period.</li></ul>		
Key Vocabulary and Terms:			
Narrative, entreated, feigned, author’s purpose, tone, subsisted, traversed, dispatched, simile, point of view, metaphor, apostrophe, paraphrase, recompense, persevere, sermon, context, omnipotent, oratory			
Texts Included (List in Order of Increasing Complexity)			Check Type
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational			L I
Structure (Check appropriate choice): _____ C/C <u>  X  </u> C/E <u>  X  </u> P/S <u>  X  </u> S/O  <u>  X  </u> D <u>  X  </u> N  Title/Information: John Smith - General History of Virginia (pages 70-75)			X

<b>Structure (Check appropriate choice):</b> _____ C/C <u>  <b>X</b>  </u> C/E <u>  <b>X</b>  </u> P/S <u>  <b>X</b>  </u> S/O <u>  <b>X</b>  </u> D <u>  <b>X</b>  </u> N							<b>X</b>			
<b>Title/Information:</b> Christopher Columbus - Journal of the First Voyage to America (pages 60-62)										
<b>Structure (Check appropriate choice):</b> _____ C/C <u>  <b>X</b>  </u> C/E <u>  <b>X</b>  </u> P/S <u>  <b>X</b>  </u> S/O <u>  <b>X</b>  </u> D <u>  <b>X</b>  </u> N							<b>X</b>			
<b>Title/Information:</b> William Bradford - Of Plymouth Plantation (pages 76-83)										
<b>Structure (Check appropriate choice):</b> <u>  <b>X</b>  </u> C/C <u>  <b>X</b>  </u> C/E <u>  <b>X</b>  </u> P/S _____ S/O _____ D _____ N							<b>X</b>			
<b>Title/Information:</b> Jonathan Edwards - Sinners in the Hands of an Angry God (pages 102-106)										
<b>Structure (Check appropriate choice):</b> <u>  <b>X</b>  </u> C/C _____ C/E _____ P/S _____ S/O <u>  <b>X</b>  </u> D _____ N							<b>X</b>			
<b>Title/Information:</b> Edward Taylor - Huswifery (pages 94-95); Anne Bradstreet - To My Dear and Loving Husband (page 96)										
<b>Writing Assignments Identify Writing Structure, Type, and Assignment Title/Description</b>							<b>Check Type</b>			
<b>KEY: Structure:</b> C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order <b>D = Description N = Narrative Type: A = Argument E = Explanatory/Informational N = Narrative R = Research</b>							A	E	N	R

<p>___ Process ___ <b>X</b> On Demand and Structure: ___ C/C ___ <b>X</b> C/E ___ <b>X</b> P/S ___ S/O ___ D ___ N</p> <p><b>Title/Description:</b> (Early Explorers) Do you feel that the changing attitudes of the explorers and settlers reflect typical experiences with newcomers? Explain why or why not.</p>	<b>X</b>	<b>X</b>		
<p>___ P or ___ <b>X</b> OD and Structure: ___ <b>X</b> C/C ___ <b>X</b> C/E ___ P/S ___ <b>X</b> S/O ___ <b>X</b> D ___ N</p> <p><b>Title/Description:</b> (Puritan Works) What was the Puritan attitude toward materials, wealth, and spirituality and how have their attitudes affected the general views among today's culture?</p>		<b>X</b>		
<p>___ P or ___ <b>x</b> OD and Structure: ___ <b>X</b> C/C ___ <b>X</b> C/E ___ P/S ___ <b>X</b> S/O ___ <b>X</b> D ___ N</p> <p><b>Title/Description:</b> (Early Explorers/Puritan Works) The exploration narratives and puritan works leave readers with the impression that people coming to the new world held distinctly different outlooks on life. Compare and contrast these firsthand accounts taking note of style, purpose, and objectivity.</p>		<b>X</b>		
<p>___ <b>X</b> P or ___ OD and Structure: ___ C/C ___ <b>X</b> C/E ___ <b>X</b> P/S ___ <b>X</b> S/O ___ <b>X</b> D</p> <p>___ <b>X</b> N</p> <p>(Early Explorers) Using your knowledge of exploration narratives, write an autobiographical narrative about and important or imagined moment from your life. Feature yourself as the main character, other clearly defined characters, vivid details, logical organization, a sequence of events incorporating conflict/tension, and insight gained as a result of the experience.</p>			<b>X</b>	<b>X</b>

___ <b>X</b> ___ P or ___ OD and Structure: ___ C/C ___ <b>X</b> ___ C/E ___ P/S ___ <b>X</b> ___ S/O ___ <b>X</b> ___ D ___ N <b>Title/Description:</b> (Puritan Works) A speaker's choice of persuasive techniques should depend on the audience and occasion. Write an evaluation of the persuasive techniques of imagery and theme that Edwards uses. Discuss the response he evokes and the ways he achieves it. Your evaluation will have greater clarity and strength if its elements work together to form a unified effect.		<b>X</b>	<b>X</b>		
<b>Assessment Evidence:</b>					
<b>Performance Tasks:</b> Narrative PARCC Writing with Rubric Comprehension & Analysis Questions Outlines Study guides for selections Venn Diagrams		<b>Other Assessment Measures:</b> Progress Monitoring Vocabulary Quizzes Comprehension quizzes Unit Test Benchmark Completed Writing Pieces Exit Slips			
<b>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</b>					

<b>Comprehension Questions</b>	<p>During and after reading, teacher will ask comprehension questions to guide classroom discussion and/or have students share &amp; discuss in pairs and/or initiate a writing task. Questions will range from broad (such as: “What are some of the hardships the author describes?” and “What images affect you most in the passage?”) to more specific and literary (such as: “Which first-person account seems most reliable to you? Why?” and “How does the author want audiences to react?”)</p> <p>Differentiation: The teacher will provide more guidance to struggling learners. The teacher will have higher-level learners generate their own comprehension questions.</p>
<b>Shared Reading</b>	<p>Introduce or have students collect various examples of journals from throughout various time periods. Work in small groups to explore the examples and the concept/purpose of journaling and share ideas among the class. Assign a journal prompt for writing about a personal experience. Clarify the general purpose of the journal writing and write alongside students for several minutes. Volunteers state briefly what they are writing about—to inspire students who may be stuck.</p>
<b>Graphic Organizers</b>	<p>Guide students to identify and classify the audience, subject, context, and purpose of the studied exploration narratives and puritan works. Additionally, graphic organizer can contain examples of word choice and details used by authors, or include allusions for enrichment. The structured analysis shows the ways readers can consider individual parts of literature in order to understand the whole.</p> <p>Differentiation: The teacher will provide modified levels of graphic organizers to use for various learners.</p>
<b>Weekly Assessment (Vocabulary &amp; Reading )</b>	<p>The teacher will guide and model how to take weekly assessments including vocabulary quizzes which may include matching, fill-in-the-blank, and word in context sections. Reading assessment may include quizzes/tests in a variety structures. The teacher may present students with portions of PARCC-released exams, or teacher-created PARCC-style material and model testing conditions in the classroom.</p> <p>Differentiation: The teacher may read the test and answer choices as needed.</p>

<b>Guided Reading</b>	<p>Present audio version or read aloud one or more selections of literature. Before, during, and after reading, discuss with students the author's tone. Lead students to identify the author's feelings, especially juxtaposing feelings, and discuss how background, personal experiences, and surroundings contribute to tone. Then students will highlight evidence of the author's feelings and analyze tone as a writing technique.</p> <p>Differentiation: The teacher may preview top and upcoming skill with struggling readers/learners. The teacher may have higher-level readers/learners complete dialectical journal before, during, and after reading.</p>
<b>Independent Reading</b>	<p>Introduce text with consideration of the meanings of the sections and preview images and captions with students. Students will read independently demonstrating active reading by annotating the text to show techniques the author uses, and/or respond in writing to reading strategy &amp; literary analysis questions which correspond with specific texts as presented in the textbook. Lead full-class discussion and/or facilitate small group discussion, prompting students to sort out literary techniques, thematic connections, and/or similarities and differences among studied materials.</p> <p>Differentiation: The teacher will group students in the way they feel best suits the assigned discussion/task.</p>
<b>Additional General Modifications</b>	<ul style="list-style-type: none"> <li>- 'chunking' new material</li> <li>- Providing step by step prompts</li> <li>- Repeated practice</li> <li>- Sequenced review</li> <li>- Directed questioning and responses</li> <li>- Sequence tasks from easy to difficult</li> <li>- Individual/small group/whole group</li> </ul>



	<ul style="list-style-type: none"> <li>- Independent writing</li> <li>- Make predictions</li> <li>- Set goals</li> <li>- Modeling- teacher demonstrates, students use model to problem solve</li> <li>- Meaningful, real-life connections</li> <li>- Warm up activities &amp; exit slips</li> </ul>
Resources:	
Prentice Hall Literature: The American Experience	
Suggested Time Frame	Approx. 28-35 days

\*D – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education).

Content Area:	Reading Information & Literature and Writing Informative/Explanatory	Grade(s): 11
Unit Plan Title:	Unit 2: The Enlightenment & Early Romanticism	
Overview/Rationale		
Read various genres and types of text with fluency and comprehension. Demonstrate command of various writing genres.		
Standard(s) Number and Description		
Standards for Reading		
<p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence and make relevant connections 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.</p> <p><b>RL.11-12.3.</b> 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).</p> <p><b>RL.11-12.4.</b> 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. (e.g., Shakespeare as well as other authors.)</p> <p><b>RL.11-12.5.</b> 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.</p> <p><b>RL.11-12.7.</b> 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. (e.g., Shakespeare and other authors.)</p> <p><b>RL.11-12.9.</b> Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><b>RI.11-12.1.</b> Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>RI.11-12.3.</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop</p>		

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 (e.g., how Madison defines faction in Federalist No. 10).

**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.11-12.8.** Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

**RI.11-12.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

### **Standards for 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-E

**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-F

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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

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

**W.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

### **Standards for 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 peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively: A-D
- SL.11-12.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- 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 clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- 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.

#### **Standards for Language**

- L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A
- L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A-B
- 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. A
- 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. A-D
- L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 1-B
- 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.

#### **Technology Standard(s) Number and Description**

**TECH.8.1.12.A.CS1** Understand and use technology systems.

**TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

**TECH.8.1.12.B.CS1** Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.12.B.CS2** Create original works as a means of personal or group expression.

**TECH.8.1.12.E.CS2** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**Interdisciplinary Standard(s) Number and Description**

**SOC.6.1.12.A.2.a** Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.

**SOC.6.1.12.B.2.a** Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

**SOC.6.1.12.D.3.e** Determine the impact of religious and social movements on the development of American culture, literature, and art.

**SOC.6.2.12.B.6.a** Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

**Enduring Understandings:**

Students will understand how the change of philosophy during the Enlightenment affected American literature and politics.

Students will examine how Early Romantic literature differs from earlier American literature.

Students will discover the influence of reason and emotion in spoken and written works.

### Essential Questions :

What influence did politics have on writing during these time periods?

How do writers express their thoughts and feelings?

How does literature depict life?

Does literature reflect culture or shape it?

### 21<sup>st</sup> Century Connections

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Interdisciplinary Themes</b>			<i>Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>		
	<b>X</b>	Global Awareness		<b>T</b>	Critical Thinking and Problem Solving
		Environmental Literacy		<b>E</b>	Creativity and Innovation
		Health Literacy		<b>A</b>	Communication and Collaboration
	<b>X</b>	Civic Literacy		<b>E</b>	Flexibility and Adaptability
	<b>X</b>	Financial, Economic ,		<b>E</b>	Initiative and Self-Direction

			T	Social and Cross-Cultural Skills
			A	Productivity and Accountability
			A	Leadership and Responsibility
			T	Information Literacy Skills
			T	Media Literacy Skills
			E	Information, Communication, and Technology (ICT) Literacy
<b>Career Ready Practices:</b>				
Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, or <b>A</b> -Assessed in this unit by marking <b>E</b> , <b>T</b> , <b>A</b> on the line before the appropriate skill.				

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.

E	CRP1. Act as a responsible and contributing citizen and employee
T	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
A	CRP4. Communicate clearly and effectively with reason
T	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
A	CRP7. Employ valid and reliable research strategies
A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
	CRP10. Plan education and career paths aligned to personal goals
E	CRP11. Use technology to enhance productivity
T	CRP12. Work productively in teams while using cultural global competence

| **Student Learning Goals/Objectives:** |  |
| ***Students will know....***   - How to explain the historical background of the Enlightenment & Early Romantic periods - How to determine an author's use of persuasive techniques & rhetorical appeals - How to understand the author's purpose - How to identify successful literary methods of the period | ***Students will be able to (do)...***   - Correctly point out and expound upon the history of the American Enlightenment & Early Romantic period - Identify and explain the appeals to emotion, reason, ethos, pathos, & logos - Identify the author's intent - Compare and contrast recognizable speeches from America's |



<ul style="list-style-type: none"><li>- How to recognize ways authors influenced their time periods</li><li>- How to acquire and use new vocabulary.</li><li>- How to synthesize long sentences</li><li>- How to decode archaic vocabulary</li></ul>	<p>foundation</p> <ul style="list-style-type: none"><li>- Evaluate and analyze various types of characters</li><li>- Acquire and use new vocabulary words in writing or speaking.</li><li>- Identify symbols and explain symbolic intent/purpose in writing</li><li>- Compose a formal written character analysis</li></ul>	
<b>Key Vocabulary and Terms:</b>		
Aphorism, repetition, restatement, parallelism, rhetorical question, single effect, gothic, allegory, symbol avarice, felicity, insidious, infallibility, parsimony, venerable, sagacious, maledictions, prescient		
<b>Texts Included (List in Order of Increasing Complexity)</b>		<b>Check Type</b>
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution</b> <b>S/O – Sequence/Order</b> <b>D = Description N = Narrative</b> <b>Type: L = Literary I = Informational</b>		<b>L</b> <b>I</b>
<b>Structure (Check appropriate choice):</b> <input type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input type="checkbox"/> S/O <input type="checkbox"/> D <input type="checkbox"/> N <b>Title/Information:</b> Benjamin Franklin - Poor Richard's Almanac (pages 148-150)		<b>X</b>
<b>Structure (Check appropriate choice):</b> <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input type="checkbox"/> S/O <input type="checkbox"/> D <input type="checkbox"/> N <b>Title/Information:</b> Thomas Paine - The Crisis No. 1 (pages 174-176); Patrick Henry - Speech in the Virginia Convention (pages 203-206)		<b>X</b>

<b>Structure (Check appropriate choice):</b> _____ C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N <b>X</b>					
<b>Title/Information:</b> Washington Irving - The Devil & Tom Walker (pages 256-268); Edgar Allan Poe - The Fall of the House of Usher (pages 312-329)					
<b>Structure (Check appropriate choice):</b> _____ C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N <b>X</b>					
<b>Title/Information:</b> Herman Melville - Moby Dick (pages 358-374)					
<b>Structure (Check appropriate choice):</b> _____ C/C <input checked="" type="checkbox"/> C/E _____ P/S _____ S/O <input checked="" type="checkbox"/> D _____ N <b>X</b>					
<b>Title/Information:</b> William Cullen Bryant - Thanatopsis (pages 277-279)					
Writing Assignments <b>Identify Writing Structure, Type, and Assignment Title/Description</b>					Check Type
<b>KEY: Structure:</b> C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative <b>Type:</b> A = Argument E = Explanatory/Informational N = Narrative R = Research					A E N R
<input type="checkbox"/> Process <input checked="" type="checkbox"/> On Demand and <b>Structure:</b> _____ C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S _____ S/O _____ D _____ N <b>X</b>					
<b>Title/Description:</b> (Enlightenment) What does Franklin’s concern with moral virtue reveal about the time period in which he lived? Which of his aphorisms express values that are still widely held in America? Explain.					

<p>___ P or ___<b>X</b>_ OD and Structure: ___ C/C ___<b>X</b>_ C/E ___<b>X</b>_ P/S ___ S/O ___<b>X</b>_ D ___ N</p> <p><b>Title/Description:</b> (Enlightenment) Choose a speech by a skilled modern orator and write a commentary that evaluates the way in which the speakers leads an audience to agree with his or her ideas.</p>		<b>X</b>		<b>X</b>
<p>___ P or ___<b>X</b>_ OD and Structure: ___<b>X</b>_ C/C ___ C/E ___ P/S ___ S/O ___<b>X</b>_ D ___ N</p> <p><b>Title/Description:</b> (Enlightenment/Early Romantics) In what ways can political philosophies, science, and/or nature provide insight into the mysteries of life &amp; death?</p>	<b>X</b>	<b>X</b>		
<p>___<b>X</b>_ P or ___ OD and Structure: ___ C/C ___<b>X</b>_ C/E ___ P/S ___ S/O ___<b>X</b>_ D ___ N</p> <p>(Enlightenment/Early Romantics) Select a symbol from one of works in this unit. Describe the emotional and logical associations with the symbol. Then, discuss whether the symbol stands for a single idea or offers a range of possible interpretations.</p>	<b>X</b>	<b>X</b>		
<p>___<b>X</b>_ P or ___ OD and Structure: ___ C/C ___<b>X</b>_ C/E ___ P/S ___<b>X</b>_ S/O ___<b>X</b>_ D ___ N</p> <p><b>Title/Description:</b> (Early Romantics) For some readers, personality traits seen in characters like Roderick, Madeline, Usher, and/or Ahab border on madness. For others, the unique characters exemplify greatness. Write an essay in which you make your own judgment of one of the characters from a studied work. To ensure that your readers understand your ideas, include a brief summary of the story.</p>	<b>X</b>	<b>X</b>		

<b>Assessment Evidence:</b>	
<p><b>Performance Tasks:</b></p> <p>Rhetorical Analysis Charts</p> <p>Literary Analysis PARCC Writing with Rubric</p> <p>Comprehension &amp; Analysis Questions</p> <p>Outlines</p> <p>Study guides for selections</p>	<p><b>Other Assessment Measures:</b></p> <p>Written Open Responses</p> <p>Progress Monitoring</p> <p>Jigsaw Activity</p> <p>Vocabulary Quizzes</p> <p>Comprehension quizzes</p> <p>Unit Test</p> <p>Benchmark</p> <p>Completed Writing Pieces</p> <p>Exit Slips</p>
<b>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</b>	
<b>Comprehension Questions</b>	<p>During and after reading, teacher will ask comprehension questions to guide classroom discussion and/or have students share &amp; discuss in pairs and/or initiate a writing task. Questions will range from broad (such as: “If you were an American colonist, how might you react to the political speech?” and “What surprised you most about the character?”) to more specific and literary (such as: “At times of crisis, what role can political speeches/texts play in public life? Explain.” and “What contradictory symbolic meanings can you identify in the story? Explain.”)</p> <p>Differentiation: The teacher will provide more guidance to struggling learners. The teacher will have higher-level learners generate their own comprehension questions.</p>

<b>Shared Reading</b>	<p>The teacher will have students complete a jigsaw activity to teach one another about rhetorical strategies and appeals for this unit. With the guidance of the teacher and use of textbooks/classroom materials, students will be grouped to become “experts” in one part of the material and devise the best many of explaining it to their classmates. In a final class presentation, main points are taught/learned collaboratively in a setting where the teacher can provide any necessary clarification.</p> <p>Differentiation: The teacher will group students in the way they feel best suits the assigned discussion/task. As available, incorporate technology. Consider using parallel groups to ensure full coverage of each term/topic.</p>
<b>Graphic Organizers</b>	<p>Guide students to identify, classify, and detail the elements of persuasion as well as rhetorical appeals within political speeches and other foundational American documents. Additionally, graphic organizer can contain examples of diction, or include specific symbolic elements for enrichment. The structured analysis shows the ways readers can consider individual parts of literature in order to understand the whole.</p> <p>Differentiation: The teacher will provide modified levels of graphic organizers to use for various learners.</p>
<b>Weekly Assessment (Vocabulary &amp; Reading )</b>	<p>The teacher will guide and model how to take weekly assessments including vocabulary quizzes which may include matching, fill-in-the-blank, and word in context sections. Reading assessment may include quizzes/tests in a variety structures. The teacher may present students with portions of PARCC-released exams, or teacher-created PARCC-style material and model testing conditions in the classroom.</p> <p>Differentiation: The teacher may read the test and answer choices as needed.</p>
<b>Guided Reading</b>	<p>The teacher will introduce a film version of a story read in this unit and discuss authorial intent as well as directorial decisions. After reading, view the film with students and focus on the interpretation presented. Guide students to consider the way sequence of events, setting, and/or characterization can be manipulated and modified. Point out and discuss/write the depiction of specific symbols. Comparing and contrasting the versions, presented.</p> <p>Differentiation: The teacher may lead a pre-reading and/or during reading activity to consider how the</p>

	<p>story could be turned into a film for learners who need additional support. The teacher may preview film or illustration version with struggling readers/learners before and during reading. The teacher may have higher-level readers/learners complete a critical review task for the story and film.</p>
<b><i>Independent Reading</i></b>	<p>The teacher will guide students to access prior knowledge and review key aspects of American Revolutionary period. The teacher can use a jeopardy-style game to review key events, figures, and works from the period. Students will use this review to provide context while completing independent reading and note the connections they notice during reading on a reading chart/graphic organizer. Post-reading, lead full-class discussion and/or facilitate small group discussion, prompting students to sort out historical connections, persuasive techniques, rhetorical appeals, and/or similarities and differences among studied materials.</p> <p>Differentiation: The teacher will group students in the way they feel best suits the assigned discussion/task.</p>
<b>Additional General Modifications</b>	<ul style="list-style-type: none"> <li>- 'chunking' new material</li> <li>- Providing step by step prompts</li> <li>- Repeated practice</li> <li>- Sequenced review</li> <li>- Directed questioning and responses</li> <li>- Sequence tasks from easy to difficult</li> <li>- Individual/small group/whole group</li> <li>- Independent writing</li> <li>- Make predictions</li> <li>- Set goals</li> </ul>

	<ul style="list-style-type: none"> <li>- Modeling- teacher demonstrates, students use model to problem solve</li> <li>- Meaningful, real-life connections</li> <li>- Warm up activities &amp; exit slips</li> </ul>
Resources:	
Prentice Hall Literature: The American Experience	
Suggested Time Frame	Approx. 28-35 days

\*D – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Reading Information and Writing Arguments	Grade(s): 11
Unit Plan Title:	Unit 3: Transcendentalists & Civil War Writers	
Overview/Rationale		
Read various genres and types of text with fluency and comprehension. Demonstrate command of various writing genres.		
Standard(s) Number and Description		
Standards for Reading		
<p><b>RL.11-12.4.</b> 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. (e.g., Shakespeare as well as other authors.)</p> <p><b>RI.11-12.1.</b> Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>RI.11-12.4.</b> 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 (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>RI.11-12.6.</b> 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.</p> <p><b>RI.11-12.7.</b> 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.</p> <p><b>RI.11-12.9.</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p>		



### **Standards for 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-E

**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-F

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.11-12.6.** Use technology, including the Internet, to produce, share, 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. (MLA or APA Style Manuals).

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

**W.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

### **Standards for 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 peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively: A-D

**SL.11-12.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**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 clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- 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.

#### **Standards for Language**

- L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A
- L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A-B
- 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. A
- 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. A-D
- L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 1-B
- 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.

#### **Technology Standard(s) Number and Description**

**TECH.8.1.12.A.CS1** Understand and use technology systems.

**TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

**TECH.8.1.12.B.CS1** Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.12.E.CS2** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**TECH.8.1.12.F.CS1** Identify and define authentic problems and significant questions for investigation.

**Interdisciplinary Standard(s) Number and Description**

**SOC.6.1.12.A.3.f** Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.

**SOC.6.1.12.A.3.g** Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.

**SOC.6.1.12.A.3.h** Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

**SOC.6.1.12.B.2.a** Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

**SOC.6.1.12.D.3.e** Determine the impact of religious and social movements on the development of American culture, literature, and art.

**SOC.6.1.12.A.4.b** Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.

**Enduring Understandings:**

Students will understand how previous literary movements impacted Transcendentalist thinkers.  
 Students will examine how individuals express thoughts and feelings in literature.  
 Students will discover the ways life and personal perspectives influence writing.

### Essential Questions :

What influence did previous literary movements have on writing during this era?  
 How do writers express their thoughts and feelings?  
 How can words and phrases have more than one meaning?  
 In what ways are argumentative methods effective?  
 Does time shape the writer or does the writer shape the time?

### 21<sup>st</sup> Century Connections

<i>Check all that apply.</i>  <b>21<sup>st</sup> Century Interdisciplinary Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>  <b>21<sup>st</sup> Century Skills</b>	
	Global Awareness	A	Critical Thinking and Problem Solving
X	Environmental Literacy	E	Creativity and Innovation
	Health Literacy	A	Communication and Collaboration

<b>X</b>	Civic Literacy	<b>E</b>	Flexibility and Adaptability
<b>X</b>	Financial, Economic , Business and Entrepreneurial Literacy	<b>T</b>	Initiative and Self-Direction
		<b>T</b>	Social and Cross-Cultural Skills
		<b>A</b>	Productivity and Accountability
		<b>E</b>	Leadership and Responsibility
		<b>T</b>	Information Literacy Skills
		<b>T</b>	Media Literacy Skills
		<b>T</b>	Information, Communication, and Technology (ICT) Literacy
<b>Career Ready Practices:</b>			
<i>Indicate whether these skills are <b>E</b>-Encouraged, <b>T</b>-Taught, or <b>A</b>-Assessed in this unit by marking <b>E, T, A</b> on the line before the appropriate skill.</i>			

E	CRP1. Act as a responsible and contributing citizen and employee
A	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
A	CRP4. Communicate clearly and effectively with reason
T	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
A	CRP7. Employ valid and reliable research strategies
A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
	CRP10. Plan education and career paths aligned to personal goals
T	CRP11. Use technology to enhance productivity
E	CRP12. Work productively in teams while using cultural global competence
<b>Student Learning Goals/Objectives:</b>	
<b>Students will know....</b> <ul style="list-style-type: none"> <li>- How to explain the historical background of Transcendentalism and the Civil War period</li> <li>- How to reference various sources</li> <li>- How to understand the way an author's life influences his writing</li> <li>- How to determine and evaluate appropriateness of</li> </ul>	<b>Students will be able to (do)...</b> <ul style="list-style-type: none"> <li>- Correctly point out and expound upon the history of Transcendentalism and the Civil War period</li> <li>- Identify and explain the appeals to emotion, reason, ethos, pathos, &amp; logos</li> <li>- Identify the author's intent</li> <li>- Compare and contrast literary works from the same era</li> </ul>

argumentative strategies - How to recognize ways authors influenced their time periods - How to acquire and use new vocabulary. - How to identify denotations and connotations - How to decode unfamiliar vocabulary	<ul style="list-style-type: none"><li>- Analyze an informational topic through reading and multimedia texts</li><li>- Acquire and use new vocabulary words in writing or speaking.</li><li>- Identify connotations</li><li>- Compose a formal written research simulation analysis essay</li></ul>		
Key Vocabulary and Terms:			
Transcendentalism, metaphor, refrain, diction, denotation, connotation, tone, mood, blithe, tumultuous, superfluous, posterity, smite, consecrate, scourge, malice, audaciously, imprecations, profusion			
Texts Included (List in Order of Increasing Complexity)			Check Type
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational			L I
Structure (Check appropriate choice): _____ C/C __X_ C/E _X_ P/S __X_ S/O  __X_ D __X_ N  Title/Information: Mary Chesnut - Civil War (pages 550-553)			X
Structure (Check appropriate choice): __X_ C/C __X_ C/E __X_ P/S _____ S/O __X_ D _____ N  Title/Information: Spirituals - Swing Low, Sweet Chariot & Go Down, Moses (pages 498-500)			X

<b>Structure (Check appropriate choice):</b> ____ C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> <b>N</b> <b>Title/Information:</b> Chief Joseph - I Will Fight No More Forever (page 614)					<b>X</b>
<b>Structure (Check appropriate choice):</b> <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S ____ S/O <input checked="" type="checkbox"/> D ____ <b>N</b> <b>Title/Information:</b> Abraham Lincoln - The Gettysburg Address & The Second Inaugural Address (pages 532-534)					<b>X</b>
<b>Structure (Check appropriate choice):</b> <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S ____ S/O <input checked="" type="checkbox"/> D ____ <b>N</b> <b>Title/Information:</b> Ralph Waldo Emerson - Self-Reliance (pages 393-394) & Henry David Thoreau - Walden (pages 407-415)					<b>X</b>
<b>Writing Assignments Identify Writing Structure, Type, and Assignment Title/Description</b>					<b>Check Type</b>
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b> <b>D = Description N = Narrative Type: A = Argument E = Explanatory/Informational N = Narrative R = Research</b>					<div>A</div> <div>E</div> <div>N</div> <div>R</div>
<input checked="" type="checkbox"/> Process ____ On Demand and Structure: ____ C/C ____ C/E <input checked="" type="checkbox"/> P/S ____ S/O <input checked="" type="checkbox"/> D ____ <b>N</b> <b>Title/Description:</b> (Transcendentalism) In the century-and-a-half since Thoreau and Emerson practiced the ideals of Transcendentalism, life for most Americans has become increasingly complex rather than simpler. Write an editorial for a major					<div><b>X</b></div> <div><b>X</b></div> <div></div> <div><b>X</b></div>



newspaper either advocating or rejecting a contemporary idea, philosophy, or situation. You should have a main thesis and supporting points.				
<p>____ P or <b>__X__</b> OD and Structure: ____ C/C ____ C/E <b>__X__</b> P/S ____ S/O <b>__X__</b> D ____ N</p> <p><b>Title/Description:</b> (Civil War) Harriet Tubman once said, "We got to be free or die. And freedom's not bought with dust." What other American heroes would agree with her words? It may be helpful to reference individuals we have studied together. Explain your choices.</p>		<b>X</b>		<b>X</b>
<p>____ P or <b>__X__</b> OD and Structure: <b>__X__</b> C/C ____ C/E ____ P/S ____ S/O <b>__X__</b> D ____ N</p> <p><b>Title/Description:</b> (Civil War) Use what you have learned from reading The Gettysburg Address and The Second Inaugural Address to write an essay analyzing how Abraham Lincoln uses language to get his points across to his audience.</p>	<b>X</b>	<b>X</b>		
<p><b>__X__</b> P or ____ OD and Structure: <b>__X__</b> C/C <b>__X__</b> C/E ____ P/S ____ S/O ____ D ____ N</p> <p>(Transcendentalism/Civil War) Today, few take time to write letters or keep a journal. In what way might this be a loss? Explore the personal benefits and historical value or engaging in this type of private writing. Use examples and insights from the selections in this unit to illustrate your point.</p>		<b>X</b>		<b>X</b>
<p>____ P or <b>__X__</b> OD and Structure: ____ C/C <b>__X__</b> C/E <b>__X__</b> P/S ____ S/O ____ D ____ N</p> <p><b>Title/Description:</b> (Civil War) There has been much debate about the role of government-funded public art. Your local city council is holding a meeting to decide if city funds should be used to finance public art in your town. Write a multi-paragraph</p>	<b>X</b>	<b>X</b>		<b>X</b>

letter that will be presented to the city council that argues either in support of or in opposition to the city government-funded sculpture. Use reference to all three sources provided.								
Assessment Evidence:								
<b>Performance Tasks:</b> Rhetorical Analysis Charts Research Simulation PARCC Writing with Rubric Comprehension & Analysis Questions Outlines Study guides for selections					<b>Other Assessment Measures:</b> Progress Monitoring Vocabulary Quizzes Comprehension quizzes Unit Test Benchmark Completed Writing Pieces Exit Slips			
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)								
<b>Comprehension Questions</b>		<p>During and after reading, teacher will ask comprehension questions to guide classroom discussion and/or have students share &amp; discuss in pairs and/or initiate a writing task. Questions will range from broad (such as: “How would Transcendentalists like people to live?” and “Which of Lincoln’s phrases seems the most memorable?”) to more specific and literary (such as: “How do the Transcendental metaphors function as both logical and artistic tools?” and “Would Lincoln or Chief Joseph have been more or less effective if their speeches contained more detailed explanations and/or language?” Explain.)</p> <p>Differentiation: The teacher will provide more guidance to struggling learners. The teacher will have higher-level learners generate their own comprehension questions.</p>						

<b>Shared Reading</b>	The teacher will assign individual students to participate in read-aloud. As various students read pre-selected sections, others use the physical text to follow along at desks, and the teacher initiates active reading by enacting pause-and-think moments periodically throughout the text. The pause-and-think moments may be structured in a note-taking, open response, or think-pair-share scenario. The teacher addresses any misconceptions during the pause-and-think moments before moving forward.
<b>Graphic Organizers</b>	<p>Guide students to prepare for the research simulation writing tasks with graphic organizers to identify and explain the claims and evidence in studied works and essay prompt sources. Additionally, graphic organizer can contain a rating systems for validity/reliability, or include sections for multicultural/historical connections for enrichment. The structured analysis in the graphic organizer serves as pre-writing for the writing tasks.</p> <p>Differentiation: The teacher will provide modified levels of graphic organizers to use for various learners.</p>
<b>Weekly Assessment (Vocabulary &amp; Reading )</b>	<p>The teacher will guide and model how to take weekly assessments including vocabulary quizzes which may include matching, fill-in-the-blank, and word in context sections. Reading assessment may include quizzes/tests in a variety structures. The teacher may present students with portions of PARCC-released exams, or teacher-created PARCC-style material and model testing conditions in the classroom.</p> <p>Differentiation: The teacher may read the test and answer choices as needed.</p>
<b>Guided Reading</b>	<p>Present audio version or film interpretation of one or more selections of literature. Before, during, and after reading, discuss with students the author's use of persuasive tools, rhetorical appeals, and historical significance. Lead students to identify the author's feelings, especially juxtaposing feelings, and discuss how background, personal experiences, and surroundings contribute to tone. Then students will highlight evidence of the author's feelings and analyze tone as a writing technique, especially in terms of argumentation.</p> <p>Differentiation: The teacher may preview top and upcoming skills with struggling readers/learners. The teacher may have higher-level readers/learners complete dialectical journal before, during, and after reading.</p>

<b>Independent Reading</b>	<p>The teacher explains the importance of metacognition during reading before introducing a text. Then, the teacher demonstrates and assigns Talking to the Text (T4) process for students to complete while reading independently. Teacher may use the students' completion of the activity (margin inferences, personal commentary, predictions, etc.) for future in-class discussions and/or writing tasks.</p> <p>Differentiation: The teacher will provide materials to support the metacognitive activity for various types of learners. Materials may include graphic organizers, highlighters, sticky notes, and/or technology integration as available.</p>
<b>Additional General Modifications</b>	<ul style="list-style-type: none"> <li>- 'chunking' new material</li> <li>- Providing step by step prompts</li> <li>- Repeated practice</li> <li>- Sequenced review</li> <li>- Directed questioning and responses</li> <li>- Sequence tasks from easy to difficult</li> <li>- Individual/small group/whole group</li> <li>- Independent writing</li> <li>- Make predictions</li> <li>- Set goals</li> <li>- Modeling- teacher demonstrates, students use model to problem solve</li> <li>- Meaningful, real-life connections</li> <li>- Warm up activities &amp; exit slips</li> </ul>

Resources:	
Prentice Hall Literature: The American Experience	
Suggested Time Frame	Approx. 28-35 days

*\*D* – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Reading Literature and Writing Narrative	Grade(s): 11
Unit Plan Title:	Unit 4: Modernists	
Overview/Rationale		
Read various genres and types of text with fluency and comprehension. Demonstrate command of various writing genres.		
Standard(s) Number and Description		
Standards for Reading		
<p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence and make relevant connections 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.</p> <p><b>RL.11-12.2.</b> 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.</p> <p><b>RL.11-12.3.</b> 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).</p> <p><b>RL.11-12.4.</b> 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. (e.g., Shakespeare as well as other authors.)</p> <p><b>RL.11-12.5.</b> 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.</p> <p><b>RL.11-12.6.</b> 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).</p> <p><b>RL.11-12.7.</b> 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. (e.g., Shakespeare and other authors.)</p> <p><b>RI.11-12.4.</b> 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 (e.g., how Madison defines faction in Federalist No. 10).</p>		

## **Standards for 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-E

**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-F

**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-E

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.11-12.6.** Use technology, including the Internet, to produce, share, 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.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. A-B

**W.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

## **Standards for 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 peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively: A-D

**SL.11-12.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**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 clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**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.

#### **Standards for Language**

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

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

**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. A

**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. A-D

**L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 1-B

**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.

#### **Technology Standard(s) Number and Description**

**TECH.8.1.12.A.CS1** Understand and use technology systems.

**TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

**TECH.8.1.12.B.CS1** Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.12.E.CS2** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**TECH.8.1.12.F.CS1** Identify and define authentic problems and significant questions for investigation.



**Interdisciplinary Standard(s) Number and Description**

**SOC.6.1.12.D.3.d** Analyze the role education played in improving economic opportunities and in the development of responsible citizens.

**SOC.6.1.12.D.3.e** Determine the impact of religious and social movements on the development of American culture, literature, and art.

**SOC.6.1.12.B.5.b** Assess the impact of rapid urbanization on the environment and on the quality of life in cities.

**Enduring Understandings:**

Students will understand how previous literary movements impacted Modernist writers.  
Students will examine how various literary structures and characters are used to present themes.  
Students will discover the ways life and personal perspectives influence writing.

**Essential Questions :**

What influence did previous literary movements have on writing during this era?  
What poetic devices do authors use to convey meaning?  
How do characters affect the plot of a novel?  
What role does irony/foreshadowing play in a novel?  
How did the aspects of regionalism/realism/naturalism affect American readers?  
How can literature reveal truths about human nature?

**21<sup>st</sup> Century Connections**

*Check all that apply.*  
**21<sup>st</sup> Century Interdisciplinary Themes**

*Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.*  
**21<sup>st</sup> Century Skills**

	<b>X</b>	Global Awareness		<b>T</b>	Critical Thinking and Problem Solving
		Environmental Literacy		<b>A</b>	Creativity and Innovation
		Health Literacy		<b>A</b>	Communication and Collaboration
	<b>X</b>	Civic Literacy		<b>E</b>	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy		<b>T</b>	Initiative and Self-Direction
				<b>T</b>	Social and Cross-Cultural Skills
				<b>A</b>	Productivity and Accountability
				<b>E</b>	Leadership and Responsibility
				<b>E</b>	Information Literacy Skills
				<b>T</b>	Media Literacy Skills
				<b>E</b>	Information, Communication, and Technology (ICT) Literacy

### Career Ready Practices:

Indicate whether these skills are **E-Encouraged**, **T-Taught**, or **A-Assessed** in this unit by marking **E, T, A** on the line before the appropriate skill.

<b>A</b>	<b>CRP1. Act as a responsible and contributing citizen and employee</b>
<b>A</b>	<b>CRP2. Apply appropriate academic and technical skills</b>
<b>E</b>	<b>CRP3. Attend to personal health and financial well-being</b>
<b>A</b>	<b>CRP4. Communicate clearly and effectively with reason</b>
<b>T</b>	<b>CRP5. Consider the environmental, social and economic impacts of decisions</b>
<b>E</b>	<b>CRP6. Demonstrate creativity and innovation</b>
<b>E</b>	<b>CRP7. Employ valid and reliable research strategies</b>
<b>A</b>	<b>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them</b>
<b>T</b>	<b>CRP9. Model integrity, ethical leadership, and effective management</b>
<b>E</b>	<b>CRP10. Plan education and career paths aligned to personal goals</b>
<b>E</b>	<b>CRP11. Use technology to enhance productivity</b>
<b>E</b>	<b>CRP12. Work productively in teams while using cultural global competence</b>

### Student Learning Goals/Objectives:

#### ***Students will know....***

- How to explain the key aspects of Modernist literature and the movements within it

#### ***Students will be able to (do)...***

- Correctly point out and expound upon the qualities of American Modern literature

<ul style="list-style-type: none"><li>- How to understand the way an author’s life influences his writing</li><li>- How to analyze elements in poetry and a novel</li><li>- How to recognize ways authors influenced their time periods</li><li>- How to acquire and use new vocabulary</li><li>- How to decode unfamiliar vocabulary</li></ul>	<ul style="list-style-type: none"><li>- Identify and explain analysis of poetic devices</li><li>- Identify the author's intent</li><li>- Discuss universal truths and themes</li><li>- Compare and contrast literary works from the same era</li><li>- Identify and explain analysis of elements in a narrative (characterization, setting, dialogue, figurative language, symbols, irony, foreshadowing, humor etc.)</li><li>- Acquire and use new vocabulary words in writing or speaking.</li><li>- Compose a formal written narrative</li><li>- Compose formal writing based off literary and multimedia texts</li></ul>		
Key Vocabulary and Terms:			
Free verse, parallelism, attitude, exact rhyme, slant rhyme, imagery, humor, colloquialism, conflict, resolution, ambiguity abeyance, effuse, surmised, finite, infinity, garrulous, monotonous, vindicated, divulge, thwarted			
Texts Included (List in Order of Increasing Complexity)			Check Type
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational			L I
Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O  <input checked="" type="checkbox"/> D <input type="checkbox"/> N Title/Information: Walt Whitman - Leaves of Grass, Song of Myself, When I Heard the Learned Astronomer, O Captain! My Captain! (pages 440-446 & handout)			X

<b>Structure (Check appropriate choice):</b> <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input type="checkbox"/> P/S <input type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N		<b>X</b>						
<b>Title/Information:</b> Emily Dickinson - Because I could not stop for Death, I heard a Fly buzz, The Soul selects her own Society, The Brain is wider than the sky (pages 426-432)								
<b>Structure (Check appropriate choice):</b> <input type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N		<b>X</b>						
<b>Title/Information:</b> Mark Twain - The Notorious Jumping Frog of Calaveras County (pages 581-586)								
<b>Structure (Check appropriate choice):</b> <input type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N		<b>X</b>						
<b>Title/Information:</b> William Faulkner - A Rose for Emily (pages 862-874)								
<b>Structure (Check appropriate choice):</b> <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N		<b>X</b>						
<b>Title/Information:</b> F. Scott Fitzgerald - The Great Gatsby (novel)								
<b>Writing Assignments Identify Writing Structure, Type, and Assignment Title/Description</b>				<b>Check Type</b>				
<b>KEY: Structure:</b> C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative <b>Type:</b> A = Argument E = Explanatory/Informational N = Narrative R = Research				<table><tr><td>A</td><td>E</td><td>N</td><td>R</td></tr></table>	A	E	N	R
A	E	N	R					

<p><input checked="" type="checkbox"/> <b>X</b> Process    <input type="checkbox"/> On Demand    and Structure: <input type="checkbox"/> C/C    <input checked="" type="checkbox"/> <b>X</b> C/E    <input type="checkbox"/> P/S    <input type="checkbox"/> S/O    <input checked="" type="checkbox"/> <b>X</b> D</p> <p><input type="checkbox"/> <b>N</b></p> <p><b>Title/Description:</b>  (Poetry) Poetry often stirs emotions, challenges readers to think about specific ideas, or helps individuals to understand more about life around them. Imagine that either Emily Dickinson or Walt Whitman are still alive today. Write a letter to one of the poets in which you express your reactions to his or her poetry, including specific poetic devices/elements as well as themes. Be sure to use a clear organization.</p>		<b>X</b>		
<p><input type="checkbox"/> P    or <input checked="" type="checkbox"/> <b>X</b> OD    and Structure: <input type="checkbox"/> C/C    <input checked="" type="checkbox"/> <b>X</b> C/E    <input type="checkbox"/> P/S    <input checked="" type="checkbox"/> <b>X</b> S/O    <input checked="" type="checkbox"/> <b>X</b> D</p> <p><input type="checkbox"/> <b>N</b></p> <p><b>Title/Description:</b>  (Narrative) After reading Mark Twain's The Notorious Jumping Frog of Calaveras County, think about the various characters and how Twain chose to develop his story. Then, write an original story, from Simon Wheeler's point of view, continuing where Twain ended his story. In your original narrative, be sure to use what you learned about the narrator and Jim Smiley, in addition to Simon Wheeler himself.</p>			<b>X</b>	
<p><input type="checkbox"/> P    or <input checked="" type="checkbox"/> <b>X</b> OD    and Structure: <input checked="" type="checkbox"/> <b>X</b> C/C    <input checked="" type="checkbox"/> <b>X</b> C/E    <input type="checkbox"/> P/S    <input type="checkbox"/> S/O    <input type="checkbox"/> D</p> <p><input type="checkbox"/> <b>N</b></p> <p><b>Title/Description:</b>  (Narrative/Analysis) Many believe early American idealism has changed over time. Consider this concept, thinking about what we have studied so far this year, and take a stance. Then, develop your belief with specific, direct reference to the pieces read during this unit.</p>	<b>X</b>	<b>X</b>		
<p><input checked="" type="checkbox"/> <b>X</b> P    or <input type="checkbox"/> OD    and Structure: <input checked="" type="checkbox"/> <b>X</b> C/C    <input checked="" type="checkbox"/> <b>X</b> C/E    <input checked="" type="checkbox"/> <b>X</b> P/S    <input type="checkbox"/> S/O    <input checked="" type="checkbox"/> <b>X</b> D</p> <p><input type="checkbox"/> <b>N</b></p> <p>(Narrative/Analysis) In A Rose for Emily, what do Emily's conflicts with the people of Jefferson, Mississippi reveal about her and the people around her? Use details and direct quotes from the story to explain your response.</p>		<b>X</b>		

____ P or ____X__ OD and Structure: ____X__ C/C ____X__ C/E ____X__ P/S ____X__ S/O ____X__ D  ____X__ N				X	
<b>Title/Description:</b> (Narrative) Read the passage from <i>The Great Gatsby</i> and view the video based on the passage, both of which give insight into Nick Carraway’s thoughts, but not into those of Jay Gatsby. Write an original story depicting the events of both the passage and the video from Jay Gatsby's point of view. As the basis for your story, use information provided in the literary and multimedia texts. Your story should offer insight into Jay Gatsby's thoughts, explaining the motivations for his actions and what he expects for his future.					
<b>Assessment Evidence:</b>					
<b>Performance Tasks:</b> Poetic/Literary Analysis Charts Narrative PARCC Writing with Rubric Comprehension & Analysis Questions Outlines Study guides for selections			<b>Other Assessment Measures:</b> Progress Monitoring Vocabulary Quizzes Comprehension quizzes Unit Test Benchmark Completed Writing Pieces Exit Slips		
<b>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</b>					
<b>Comprehension Questions</b>		During and after reading, teacher will ask comprehension questions to guide classroom discussion and/or have students share & discuss in pairs and/or initiate a writing task. Questions will range from broad (such as: “What images does Dickinson use in her poems?” and “What is the internal/external conflict?”)			

	<p>to more specific and literary (such as: “What can you infer about Whitman's attitude toward science, learning, and American morality?” and “How does ambiguity in the story/passage impact the overall theme? Explain.”)</p> <p>Differentiation: The teacher will provide more guidance to struggling learners. The teacher will have higher-level learners generate their own comprehension questions.</p>
<b>Shared Reading</b>	<p>The teacher will assign choral readings of poetry in addition to independent readings. A recording of the reading may be used to introduce the text, or the teacher may model the reader for the students. Then, the teacher and class will read the poem(s) aloud together; it may take several instances of the choral reading to build fluency, self-confidence, and understanding among all readers. The teacher uses the choral reading to initiate another structured activity such as poetic analysis, open response, and/or assigned think-pair-share.</p>
<b>Graphic Organizers</b>	<p>Guide students to identify and classify the elements of poetry/narrative/novel. These elements may include: characterization, conflict, setting, dialogue, figurative language, symbols, irony, foreshadowing, humor, rhyme, diction, allusions, etc.) The structured analysis shows the ways readers can consider individual parts of literature in order to understand the whole. The structured analysis in the graphic organizer serves as pre-writing for the writing tasks.</p> <p>Differentiation: The teacher will provide modified levels of graphic organizers to use for various learners.</p>
<b>Weekly Assessment (Vocabulary &amp; Reading )</b>	<p>The teacher will guide and model how to take weekly assessments including vocabulary quizzes which may include matching, fill-in-the-blank, and word in context sections. Reading assessment may include quizzes/tests in a variety structures. The teacher may present students with portions of PARCC-released exams, or teacher-created PARCC-style material and model testing conditions in the classroom.</p> <p>Differentiation: The teacher may read the test and answer choices as needed.</p>
<b>Guided Reading</b>	<p>Present audio version or film interpretation of one or more selections of literature. Before, during, and after reading, discuss with students the author’s use of characterization, conflict, and theme. Lead</p>



	<p>students to identify the author’s purpose including the way he or she may incorporate personal experiences, surroundings, and American ideals to contribute to theme.</p> <p>Differentiation: The teacher may preview top and upcoming skills with struggling readers/learners. The teacher may have higher-level readers/learners complete dialectical journal before, during, and after reading.</p>
<b><i>Independent Reading</i></b>	<p>The teacher will schedule and conduct structured reading conferences, preferably as a one-on-one interaction, to provide students with individualized reading instruction, to assess student understanding and to coach the student in reading strategies. The teacher can point out strategies the student uses, offer clarity, and promote further develop by teaching additional strategies which are individualized to support and encourage the reader. Potential conversation starters for the reading conference may include: “What have you been working on? You are doing so well with note-taking, I think you are reading for deeper analysis by elaborating on predictions. How will you use this strategy as you continue reading?”</p> <p>Differentiation: The teacher will provide materials as necessary before, during, and after conferences for various types of learners. Materials may include graphic organizers, highlighters, sticky notes, and/or technology integration as available.</p>

<b>Additional General Modifications</b>	<ul style="list-style-type: none"> <li>- 'chunking' new material</li> <li>- Providing step by step prompts</li> <li>- Repeated practice</li> <li>- Sequenced review</li> <li>- Directed questioning and responses</li> <li>- Sequence tasks from easy to difficult</li> <li>- Individual/small group/whole group</li> <li>- Independent writing</li> <li>- Make predictions</li> <li>- Set goals</li> <li>- Modeling- teacher demonstrates, students use model to problem solve</li> <li>- Meaningful, real-life connections</li> <li>- Warm up activities &amp; exit slips</li> </ul>
Resources:	
Prentice Hall Literature: The American Experience	
Suggested Time Frame	Approx. 28-35 days

\*D – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Reading Literature and Writing Argument/Narrative	Grade(s): 11
Unit Plan Title:	Unit 5: Post-Modernists	
Overview/Rationale		
Read various genres and types of text with fluency and comprehension. Demonstrate command of various writing genres.		
Standard(s) Number and Description		
Standards for Reading		
<p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence and make relevant connections 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.</p> <p><b>RL.11-12.2.</b> 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.</p> <p><b>RL.11-12.3.</b> 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).</p> <p><b>RL.11-12.4.</b> 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. (e.g., Shakespeare as well as other authors.)</p> <p><b>RL.11-12.5.</b> 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.</p> <p><b>RL.11-12.6.</b> 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).</p> <p><b>RL.11-12.7.</b> 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. (e.g., Shakespeare and other authors.)</p> <p><b>RL.11-12.10.</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p><b>RI.11-12.1.</b> Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what</p>		

the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

**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 (e.g., how Madison defines faction in Federalist No. 10).

**RI.11-12.10.** By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

### **Standards for 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-E

**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-F

**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-E

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.11-12.6.** Use technology, including the Internet, to produce, share, 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.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. A-B

**W.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

### **Standards for 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 peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively: A-D

**SL.11-12.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**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 clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**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.

#### **Standards for Language**

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

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

**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. A

**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. A-D

**L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 1-B

**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.

#### **Technology Standard(s) Number and Description**

**TECH.8.1.12.A.CS1** Understand and use technology systems.

**TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

**TECH.8.1.12.B.CS1** Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.12.E.CS2** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**TECH.8.1.12.F.CS1** Identify and define authentic problems and significant questions for investigation.

**Interdisciplinary Standard(s) Number and Description**

**SOC.6.1.12.D.3.d** Analyze the role education played in improving economic opportunities and in the development of responsible citizens.

**SOC.6.1.12.D.3.e** Determine the impact of religious and social movements on the development of American culture, literature, and art.

**SOC.6.1.12.B.5.b** Assess the impact of rapid urbanization on the environment and on the quality of life in cities.

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

**VPA.1.2.12.A.CS2** Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

**VPA.1.3.12.C.2** Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.

**Enduring Understandings:**

Students will understand how previous literary movements impacted Post-Modernist writers.

Students will examine how various literary structures and characters are used to present themes.

Students will discover the ways life and personal perspectives influence writing.

**Essential Questions :**

What influence did previous literary movements have on writing during this era?

How do characters affect the plot of a novel?

What role does irony/foreshadowing play in a novel?

How can literature reveal truths about human nature?

How does an improved vocabulary aid in the development of my reading and writing skills?

### 21<sup>st</sup> Century Connections

Check all that apply.			Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, and/or <b>A</b> -Assessed in this unit by marking <b>E</b> , <b>T</b> , <b>A</b> on the line before the appropriate skill.		
21 <sup>st</sup> Century Interdisciplinary Themes			21 <sup>st</sup> Century Skills		
	<b>X</b>	Global Awareness		<b>T</b>	Critical Thinking and Problem Solving
		Environmental Literacy		<b>T</b>	Creativity and Innovation
		Health Literacy		<b>A</b>	Communication and Collaboration
	<b>X</b>	Civic Literacy		<b>E</b>	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy		<b>A</b>	Initiative and Self-Direction
				<b>T</b>	Social and Cross-Cultural Skills

			A	Productivity and Accountability
			E	Leadership and Responsibility
			E	Information Literacy Skills
			E	Media Literacy Skills
			E	Information, Communication, and Technology (ICT) Literacy
<b>Career Ready Practices:</b>				
<p><i>Indicate whether these skills are <b>E</b>-Encouraged, <b>T</b>-Taught, or <b>A</b>-Assessed in this unit by marking <b>E, T, A</b> on the line before the appropriate skill.</i></p>				



E	CRP1. Act as a responsible and contributing citizen and employee
A	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
A	CRP4. Communicate clearly and effectively with reason
T	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
E	CRP7. Employ valid and reliable research strategies
T	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
A	CRP10. Plan education and career paths aligned to personal goals
E	CRP11. Use technology to enhance productivity
A	CRP12. Work productively in teams while using cultural global competence

#### Student Learning Goals/Objectives:

##### ***Students will know....***

- How to explain the key aspects of Post-Modernist literature and the movements within it
- How to understand the way an author's life influences his writing
- How to analyze literary elements
- How to recognize ways authors influenced their time periods

##### ***Students will be able to (do)...***

- Correctly point out and expound upon the qualities of American Post-Modern literature
- Identify the author's intent
- Discuss universal truths and themes
- Compare and contrast literary works from the same era
- Identify and explain analysis of elements in a narrative

<ul style="list-style-type: none"><li>- How to acquire and use new vocabulary</li><li>- How to decode unfamiliar vocabulary</li></ul>	<div>(characterization, setting, dialogue, figurative language, symbols, irony, foreshadowing, humor etc.)</div> <ul style="list-style-type: none"><li>- Acquire and use new vocabulary words in writing or speaking.</li><li>- Compose a formal written narrative</li><li>- Compose a formal college application essay</li></ul>	
Key Vocabulary and Terms:		
Reasoning, thesis, purpose, tone, stage directions, motive, allusion, fallacy, theme, irony, contiguous, pristine, caveat, corollary, aesthetic, maverick, invective, eradicate, flagrant, profundity		
Texts Included (List in Order of Increasing Complexity)		Check Type
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational		<div>L</div> <div>I</div>
Structure (Check appropriate choice): C/C X C/E X P/S S/O X D X N Title/Information: Amy Tan - Mother Tongue (pages 1172-1177)		<div>X</div>
Structure (Check appropriate choice): C/C X C/E X P/S S/O X D N Title/Information: John F. Kennedy - Inaugural Address (pages 1228-1231)		<div>X</div>

<p><b>Structure (Check appropriate choice):</b> ____ C/C <u>  X  </u> C/E <u>  X  </u> P/S ____ S/O <u>  X  </u> D ____ N</p> <p><b>Title/Information:</b> Martin Luther King, Jr.- Letter from Birmingham City Jail (pages 1232-1234)</p>		<b>X</b>
<p><b>Structure (Check appropriate choice):</b> <u>  X  </u> C/C <u>  X  </u> C/E ____ P/S <u>  X  </u> S/O <u>  X  </u> D <u>  X  </u> N</p> <p><b>Title/Information:</b> Thornton Wilder- Our Town (play)</p>	<b>X</b>	
<p><b>Structure (Check appropriate choice):</b> <u>  X  </u> C/C <u>  X  </u> C/E <u>  X  </u> P/S <u>  X  </u> S/O <u>  X  </u> D <u>  X  </u> N</p> <p><b>Title/Information:</b> J.D. Salinger - The Catcher in the Rye (novel)</p>	<b>X</b>	
<b>Writing Assignments Identify Writing Structure, Type, and Assignment Title/Description</b>		<b>Check Type</b>
<p><b>KEY: Structure:</b> C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative      <b>Type:</b> A = Argument E = Explanatory/Informational N = Narrative R = Research</p>	<b>A</b>	<b>E    N    R</b>
<p><u>  X  </u> Process ____ On Demand and Structure: ____ C/C <u>  X  </u> C/E ____ P/S ____ S/O <u>  X  </u> D ____ N</p> <p><b>Title/Description:</b> (Reflection) Before Emily turns away from the living world, she asks to take one last look and recites a list of good-byes to the things and people that she will miss. She concludes with the observation, “Oh, earth, you’re too wonderful for anybody to realize.” What would be on your list of things that are “too wonderful” to realize? What places, people, or things are you most thankful for? Create a “gratitude list” and compose a reflective essay about the specific things you appreciate the most.</p>	<b>X</b>	

<p>___ P or ___<b>X</b>_ OD and Structure: ___ C/C ___<b>X</b>_ C/E ___ P/S ___<b>X</b>_ S/O ___<b>X</b>_ D ___ N</p> <p><b>Title/Description:</b> (Argument) Thornton Wilder's <u>Our Town</u> was published in 1938 and J.D. Salinger's <u>Catcher in the Rye</u> was published in 1951. Imagine that, more than sixty years later, you have been asked to write a review of the book celebrating its anniversary. In your review, discuss the book as both a work on literature and an important historical document.</p>	<b>X</b>	<b>X</b>		
<p>___ P or ___<b>X</b>_ OD and Structure: ___ C/C ___<b>X</b>_ C/E ___<b>X</b>_ P/S ___<b>X</b>_ S/O ___ D ___<b>X</b>_ N</p> <p><b>Title/Description:</b> (Narrative) Write an epilogue to <u>The Catcher in the Rye</u> that gives readers greater insight into Holden's future and his understanding of the past. Use Holden's first person point of view narrative and place him in one of the settings of the novel. How much time has gone by since his "mad" days, and how has he changed (if at all)? Consider referring to people and events from the novel.</p>			<b>X</b>	
<p>___<b>X</b>_ P or ___ OD and Structure: ___<b>X</b>_ C/C ___<b>X</b>_ C/E ___<b>X</b>_ P/S ___ S/O ___<b>X</b>_ D ___ N</p> <p>(Argument) Develop and write a speech that presents a vision for the future. Use rhetorical devices to persuade you audience to accept your vision. Challenge yourself to develop at least one memorable line (such as Kennedy's "Ask not..."). Choose words which suit your audience and purpose.</p>	<b>X</b>	<b>X</b>		<b>X</b>
<p>___<b>X</b>_ P or ___ OD and Structure: ___<b>X</b>_ C/C ___<b>X</b>_ C/E ___<b>X</b>_ P/S ___<b>X</b>_ S/O ___<b>X</b>_ D ___<b>X</b>_ N</p> <p><b>Title/Description:</b> (Argument/Narrative) An integral part of college and scholarship application is the personal statement/essay. If you</p>	<b>X</b>	<b>X</b>		

have not already done so, you should spend some time thinking about where you will apply and what sort of essays you will need to write. Many colleges accept the Common Application, which offers a choice of essay topics. Research these topics, select one, and write the full essay, staying within the word limit.					
Assessment Evidence:					
Performance Tasks: Poetic/Literary Analysis Charts Narrative PARCC Writing with Rubric Comprehension & Analysis Questions Outlines Study guides for selections		Other Assessment Measures: Progress Monitoring Vocabulary Quizzes Comprehension quizzes Unit Test Benchmark Completed Writing Pieces Exit Slips			
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)					
Comprehension Questions		During and after reading, teacher will ask comprehension questions to guide classroom discussion and/or have students share & discuss in pairs and/or initiate a writing task. Questions will range from broad (such as: “What do you think is the most persuasive part of the speech?” and”What is Phoebe's reaction when Holden tells her the truth?”) To more specific and literary (such as: “How do the allusions to history and religion bolster persuasive appeal? Explain.” and”Describe and explain Holden's revelation as Phoebe rides the carousel.”)  Differentiation: The teacher will provide more guidance to struggling learners. The teacher will have higher-level learners generate their own comprehension questions.			

<b>Shared Reading</b>	<p>The teacher will have students complete a jigsaw activity to teach one another about elements of drama. With the guidance of the teacher and use of textbooks/classroom materials, students will be grouped to become “experts” in one part of the material and devise the best way of explaining it to their classmates. In a final class presentation, main points are taught/learned collaboratively in a setting where the teacher can provide any necessary clarification.</p> <p>Differentiation: The teacher will group students in the way they feel best suits the assigned discussion/task. As available, incorporate technology. Consider using parallel groups to ensure full coverage of each term/topic.</p>
<b>Graphic Organizers</b>	<p>Guide students to identify and classify the elements of drama/novel. These elements may include: characterization, conflict, setting, dialogue, figurative language, symbols, irony, foreshadowing, humor, rhyme, diction, allusions, etc.) The structured analysis shows the ways readers can consider individual parts of literature in order to understand the whole. The structured analysis in the graphic organizer serves as pre-writing for the writing tasks.</p> <p>Differentiation: The teacher will provide modified levels of graphic organizers to use for various learners.</p>
<b>Weekly Assessment (Vocabulary &amp; Reading )</b>	<p>The teacher will guide and model how to take weekly assessments including vocabulary quizzes which may include matching, fill-in-the-blank, and word in context sections. Reading assessment may include quizzes/tests in a variety structures. The teacher may present students with portions of PARCC-released exams, or teacher-created PARCC-style material and model testing conditions in the classroom.</p> <p>Differentiation: The teacher may read the test and answer choices as needed.</p>
<b>Guided Reading</b>	<p>Present partial audio version or film interpretation of one or more selections of literature. Before, during, and after reading, discuss with students the author’s use of characterization, conflict, and theme. Lead students to identify the author’s purpose including the way he or she may incorporate personal experiences, surroundings, and American ideals to contribute to theme.</p> <p>Differentiation: The teacher may preview top and upcoming skills with struggling readers/learners. The teacher may have higher-level readers/learners complete dialectical journal before, during, and after reading.</p>

<b><i>Independent Reading</i></b>	<p>The teacher will schedule and conduct structured reading conferences, preferably as a one-on-one interaction, to provide students with individualized reading instruction, to assess student understanding and to coach the student in reading strategies. The teacher can point out strategies the student uses, offer clarity, and promote further develop by teaching additional strategies which are individualized to support and encourage the reader. Potential conversation starters for the reading conference may include: “What have you been working on? You are doing so well with note-taking, I think you are reading for deeper analysis by elaborating on predictions. How will you use this strategy as you continue reading?”</p> <p>Differentiation: The teacher will provide materials as necessary before, during, and after conferences for various types of learners. Materials may include graphic organizers, highlighters, sticky notes, and/or technology integration as available.</p>
<b>Additional General Modifications</b>	<ul style="list-style-type: none"> <li>- ‘chunking’ new material</li> <li>- Providing step by step prompts</li> <li>- Repeated practice</li> <li>- Sequenced review</li> <li>- Directed questioning and responses</li> <li>- Sequence tasks from easy to difficult</li> <li>- Individual/small group/whole group</li> <li>- Independent writing</li> <li>- Make predictions</li> <li>- Set goals</li> <li>- Modeling- teacher demonstrates, students use model to problem solve</li> </ul>

	<ul style="list-style-type: none"> <li>- Meaningful, real-life connections</li> <li>- Warm up activities &amp; exit slips</li> </ul>
Resources:	
Prentice Hall Literature: The American Experience	
Suggested Time Frame	Approx. 28-35 days

*\*D* – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)



## High School 11/12 English Language Arts Standards

	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Progress Indicators for Reading</b>		
<b>Key Ideas and Details</b>		
RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.	<b>X</b>	<b>X</b>
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.	<b>X</b>	<b>X</b>
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).	<b>X</b>	<b>X</b>
<b>Craft and Structure</b>		
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. (e.g., Shakespeare as well as other authors.)	<b>X</b>	<b>X</b>
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.	<b>X</b>	<b>X</b>
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).	<b>X</b>	<b>X</b>

<b>Integration of Knowledge and Ideas</b>		
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. (e.g., Shakespeare and other authors.)	<b>X</b>	<b>X</b>

	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
RL.11-12.8. (Not applicable to literature)		
RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.	<b>X</b>	<b>X</b>
<b>Range of Reading and Level of Text</b>		
RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.	<b>X</b>	<b>X</b>
<b>Progress Indicators for Reading Informational Text</b>		
<b>Key Ideas and Details</b>		
RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	<b>X</b>	
RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	<b>X</b>	
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.	<b>X</b>	
<b>Craft and Structure</b>		
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 (e.g., how Madison defines faction in Federalist No. 10).	<b>X</b>	

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.	<b>X</b>	

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
<b>Integration of Knowledge and Ideas</b>		
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.	<b>X</b>	
RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	<b>X</b>	
RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.	<b>X</b>	
<b>Range of Reading and Level of Text Complexity</b>		
RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.	<b>X</b>	<b>X</b>
<b>Progress Indicators for Writing</b>		
<b>Text Types and Purposes</b>		
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>X</b>	<b>X</b>
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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 transitions (e.g. words, phrases, clauses) 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.		
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	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating Implications or the significance of the topic).		
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 style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).	<b>X</b>	<b>X</b>

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.	<b>X</b>	
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.		

	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		
<b>Production and Distribution of Writing</b>		
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>X</b>	<b>X</b>
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	<b>X</b>	<b>X</b>
W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<b>X</b>	<b>X</b>

<b>Research to Build and Present Knowledge</b>		
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.	<b>X</b>	
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;	<b>X</b>	

	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
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. (MLA or APA Style Manuals).		
W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”). B. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).	<b>X</b>	
<b>Range of Writing</b>		
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.	<b>X</b>	<b>X</b>

<b>Progress Indicators for Speaking and Listening</b>		
<b>Comprehension and Collaboration</b>		
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.	<b>X</b>	

<p>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.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>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.</p>		<b>X</b>
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	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
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 data.		
SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.	<b>X</b>	
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.	<b>X</b>	
<b>Presentation of Knowledge and Ideas</b>		
SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	<b>X</b>	<b>X</b>
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.	<b>X</b>	
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when	<b>X</b>	

indicated or appropriate.		
<b>Progress Indicators for Language</b>		
<b>Conventions of Standard English</b>		
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>X</b>	<b>X</b>

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.		
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  A. Observe hyphenation conventions. B. Spell correctly	<b>X</b>	<b>X</b>
<b>Knowledge of Language</b>		
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.  A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.	<b>X</b>	<b>X</b>
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.  A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g.,	<b>X</b>	<b>X</b>



<i>conceive, conception, conceivable</i> ). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
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	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.	<b>X</b>	<b>X</b>
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.	<b>X</b>	<b>X</b>



## APPENDIX A- 11<sup>th</sup> Grade English Syllabus

**Anthology:** *Prentice-Hall Literature, The American Experience,*  
*Pearson Education, Inc., 2007*

### Unit 1: Early Explorers & Puritan Literature

- Narrative Reading: Smith - General History of Virginia (pages 70-75)  
Columbus - Journal of the First... (pages 60-62)  
Bradford - Of Plymouth Plantation (pages 76-83)
- Informational Reading: Edwards - Sinners in the Hands... (pages 102-106)
- Poetry: Taylor - Huswifery (pages 94-95)  
Bradstreet - To My Dear and Loving... (page 96)
- Writing Focus: Explanatory, Narrative

### Unit 2: The Enlightenment & Early Romantics

- Narrative Reading: Irving - The Devil & Tom Walker (pages 256-268)  
Poe - The Fall of the House... (pages 312-329)  
Melville - Moby Dick (pages 358-374)
- Informational Reading: Franklin - Poor Richard's... (pages 148-150)
- Poetry: Bryant - Thanatopsis (pages 277-279)
- Writing Focus: Argument, Explanatory

### Unit 3: Transcendentalists & Civil War Writers

- Informational Reading: Chestnut - Civil War (pages 550-553)  
Swing Low... & Go Down, Moses (pages 498-500)  
Chief Joseph - I Will Fight No More... (page 614)  
Lincoln - The Gettysburg Address (page 532)  
Lincoln - The Second Inaugural... (pages 533-534)  
Emerson - Self-Reliance (pages 393-394)  
Thoreau - Walden (pages 407-415)
- Writing Focus: Argument, Explanatory, Research-Based

#### Unit 4: The Modernists

- Narrative Reading:

Twain - The Notorious Jumping... (pages 581-586)

Faulkner - A Rose for Emily (pages 862-874)

- Poetry:

Whitman - Leaves of Grass (pages 440-441)

Whitman - Song of Myself (pages 442-445)

Whitman - When I Heard the Learn'd... (page 446)

Whitman - O Captain! My Captain! (handout)

Dickinson - Because I could not... (pages 426-427)

Dickinson - I heard a Fly buzz (page 429)

Dickinson - The Soul selects her own... (page 431 )

Dickinson - The Brain is wider than... (pages 432)

- Novel:

Fitzgerald - The Great Gatsby

- Writing Focus:

Argument, Explanatory, Narrative

#### Unit 5: Post-Modernists

- Informational Reading:

Tan - Mother Tongue (pages 1172-1177)

Kennedy - Inaugural Address (pages 1228-1231)

King - Letter from Birmingham... (pages 1232-1234)

- Novel:

Salinger - The Catcher in the Rye

- Drama:

Wilder - Our Town

- Writing Focus:

Argument, Explanatory, Narrative



# 12<sup>th</sup> GRADE ELA CURRICULUM

Middle Township Public Schools  
216 S. Main Street  
Cape May Court House, NJ 08210

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Dr. Toni Lehman	Director of Curriculum and Instruction
Frank Riggiano	Principal, Middle Township High School
Victoria Villano-Tirado	Supervisor of Mathematics and Special Education

### **High School English Curriculum Work Committee**

Kelley Hogg

### **Curriculum Formatting and Compilation**

Victoria Villano-Tirado

## **Introduction**

This document serves to meet all requirements for curriculum as per the Middle Township Board of Education and the New Jersey Department of Education and will serve as a guide for lesson planning. English 12 focuses on British literature and is meant to be completed chronologically. Standards are listed in each unit to be covered along with how students can achieve these standards.

## **Course Description**

This course is designed to instruct and reinforce the life-long language skills which are essential for understanding and communicating the English language. It continues to broaden the students' reading experience with various literary genres including poetry, short story, essay and drama with an increase in vocabulary development through the study of context

meaning. This course provides students with an overview of British literature. The major aims and objectives of this course are to have the students read a broad base of British literature and be able to recognize and explain the basic elements of exposition, complication, climax, resolution and characterization, recognize and understand a variety of literary genres, understand the mechanics of diction, syntax and usage, define, spell and recognize related vocabulary, implement critical thinking skills, refine the writing process, demonstrate proficiency in oral recitation by participating in class discussions, oral presentations and reading of drama and practice listening skills.

### Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
<b>1 – Anglo-Saxon Literature</b>	Anglo-Saxon literature is reflective of its society.	RL.11-12.1-3, 5, & 9 RI.11-12.10 W.11-12.2 & 10 SL.11-12.1 L.11-12.1, 2, 4, & 5	12 Days
<b>2 – Medieval Literature</b>	Medieval literature gives insight into values and customs of the time.  Through reading and analyzing the literature, one can see how society has changed and remained the same.	RL.11-12.1-6 W.11-12.1, 2, & 10 SL.11-12.1 L.11-12.1, 2, 5, & 6	23 - 25 Days
<b>3 – Renaissance (Macbeth)</b>	Elements of a tragedy lend themselves to creating a tragic hero.	RL.11-12.1-7 W.11-12.1, 2, & 10 SL.11-12.1 L.11-12.1, 2, 5, & 6	24 – 26 Days
<b>4 – 17<sup>th</sup> Century</b>	The religious and political unrest of the 17th century did affect the literature of the time and that 17th century had distinct styles of writing.	RL.11-12.1, 4, 6, 9, & 10 W.11-12.2, 4, 5, & 10 SL.11-12.1 L.11-12.1-3, 5, & 6	20 – 30 Days
<b>5 - Romantics</b>	Romantic poetry is far more than poems about "romantic love"; Romantic poetry moves away from science and becomes more imaginative and spontaneous.	RL.11-12.1, 4, 9, & 10 W.11-12.2, 4, 5, & 10 SL.11-12.1 L.11-12.1-3, 5, & 6	10 – 14 Days
<b>6 – The Novel</b>	Literary elements help to advance plot and create vivid depictions of characters and the changes that occur within them. These	RL.11-12.1-3, 5, 7, & 10 W.11-12.1, 4-6, & 10	13 – 17 Days



	elements also help convey theme (truths about human nature).	<b>SL.11-12.1 &amp; 4</b> <b>L.11-12.1-3</b>	
<b>7 – Victorian Poetry</b>	The Victorian Age produced a diverse body of poetry, including elements of Romanticism, Realism and Naturalism.	<b>RL.11-12.1, 4, 9, &amp; 10</b> <b>W.11-12.2, 4, 5, &amp; 10</b> <b>SL.11-12.1</b> <b>L.11-12.1-3, 5, &amp; 6</b>	7 Days

## Unit Plans

Content Area:	British Literature	Grade(s) 12
Unit Plan Title:	Unit 1: Anglo-Saxon Literature	
Overview/Rationale		
The Anglo - Saxon unit, unit 1, starts students at the beginning of the British literature period. Students will analyze, read and critique poetry of the time as well as develop vocabulary and apply written language.		
Standard(s) Number and Description		
Standards for Reading		
RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.11-12.5. 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.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.		
RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.		
Standards for Writing		
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.		
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.		
Standards for Speaking and Listening		

<b>SL.11-12.1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.	
<b>Standards for Language</b>	
<b>L.11-12.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<b>L.11-12.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<b>L.11-12.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	
<b>L.11-12.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
<b>Technology Standard(s) Number and Description</b>	
<b>8.1.12.D.1.</b> Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	
<b>Interdisciplinary Standard(s) Number and Description</b>	
<b>6.2</b> World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Enduring Understandings:</b>	
Anglo-Saxon literature is reflective of its society.	
<b>Essential Questions:</b>	
What is the heroic ideal? How does a character like Beowulf fit this ideal? How did the first invaders influence the literature? How did the heroic ideal impact society? What elements can be found in Anglo-Saxon poetry? How do I solve and create my own Anglo-Saxon riddle?	
<b>21<sup>st</sup> Century Connections</b>	
Check all that apply.	Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, and/or <b>A</b> -Assessed in this unit by marking <b>E, T, A</b> on the line before the appropriate skill.

21 <sup>st</sup> Century Interdisciplinary Themes			21 <sup>st</sup> Century Skills		
	<b>X</b>	Global Awareness		<b>T, A</b>	Critical Thinking and Problem Solving
		Environmental Literacy		<b>E</b>	Creativity and Innovation
		Health Literacy		<b>E, T</b>	Communication and Collaboration
		Civic Literacy		<b>E</b>	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy		<b>E</b>	Initiative and Self-Direction
				<b>E</b>	Social and Cross-Cultural Skills
				<b>E</b>	Productivity and Accountability
				<b>E</b>	Leadership and Responsibility
				<b>E</b>	Information Literacy Skills
				<b>E</b>	Media Literacy Skills
				<b>E</b>	Information, Communication, and Technology (ICT) Literacy
<b>Career Ready Practices:</b>					
<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>					
	<b>E, T</b>	<b>CRP1. Act as a responsible and contributing citizen and employee</b>			
	<b>T,A</b>	<b>CRP2. Apply appropriate academic and technical skills</b>			
	<b>E</b>	<b>CRP3. Attend to personal health and financial well-being</b>			
	<b>T,A</b>	<b>CRP4. Communicate clearly and effectively with reason</b>			
	<b>E</b>	<b>CRP5. Consider the environmental, social and economic impacts of decisions</b>			
	<b>E</b>	<b>CRP6. Demonstrate creativity and innovation</b>			

	E, T	CRP7. Employ valid and reliable research strategies
	E,T,A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E	CRP9. Model integrity, ethical leadership, and effective management
	E	CRP10. Plan education and career paths aligned to personal goals
	E	CRP11. Use technology to enhance productivity
	E	CRP12. Work productively in teams while using cultural global competence
<b>Student Learning Goals/Objectives:</b>		
<b>Students will know....</b> Anglo-Saxon literature is reflective of the time.		<b>Students will be able to (do)...</b> Read and analyze an epic poem. Establish proof of character and theme with text support. Identify literary elements used in Anglo-Saxon poetry. Compose an essay about time period ideals and /or theme. Distinguish between styles of Anglo-Saxon poetry. Create riddles similar to those of Anglo-Saxon society.
<b>Key Vocabulary and Terms:</b>		
Heroic Poetry, Elegiac Poetry, Caesura, Kenning, Metaphor, and various new vocabulary words		
<b>Texts Included (List in Order of Increasing Complexity)</b>		<b>Check Type</b>
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b> <b>D = Description N = Narrative Type: L = Literary I = Informational</b>		<b>L</b> <b>I</b>
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u><b>X</b></u> N <b>Title/Information:</b> <u>Beowulf</u> : text pages 41 - 62		<b>X</b>
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O <u><b>X</b></u> D ____ N <b>Title/Information:</b> Riddles: handouts		<b>X</b>

<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u><b>X</b></u> N		<b>X</b>		
<b>Title/Information:</b> <b>Elegiac Poetry:</b> "The Wanderer", "The Wife's Lament" and/or "The Husband's Message" text pages 23-29				
<b>Writing Assignments</b>		<b>Check Type</b>		
<b>KEY: Structure:</b> C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative <b>Type:</b> A = Argument E = Explanatory/Informational N = Narrative R = Research		A	E	N
<u><b>X</b></u> Process ____ On Demand AND <b>Structure:</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D ____ N		<b>X</b>		
<b>Title/Description:</b> Heroic Ideal Essay or thematic essay: write an essay to prove a thesis that explores themes or how the epic hero exemplifies the heroic ideal. Students will use text to support their argument.				
____ P or <u><b>X</b></u> OD and <b>Structure:</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D ____ N			<b>X</b>	
<b>Title/Description:</b> Note Taking: Read and annotate as well as note important background information. Students will also paraphrase text.				
____ P or <u><b>X</b></u> OD and <b>Structure:</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D ____ N			<b>X</b>	
<b>Title/Description:</b> Question Response: students will answer a variety of comprehension and analysis questions about the text they are reading.				
<b>Assessment Evidence:</b>				
<b>Performance Tasks:</b> Peer editing: Students will share papers and read and edit each other's writing. Essay writing: identified under writing assignments Character Sketch: Students will identify character traits of the epic hero and support with text. This may be used as a resource for writing the essay. Creating a riddle: After reading Anglo-Saxon riddles students may		<b>Other Assessment Measures:</b> Reading quizzes Unit Test Homework Scale BM #1		

attempt to write their own in the style of the period.	
<b>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</b>	
<b>Introduction of Background</b>	Hook students and access prior knowledge with historical and literary background of the time. <i>Differentiation:</i> Students can use a graphic organizer for notes and teacher can write them on board. (1 day)
<b>Independent and Guided Reading and Analysis of Beowulf</b>	Read Beowulf as a whole class, independently and in groups. Analyze language and summarize the main ideas as well as determine theme. Use text to support answers to questions and findings. <i>Differentiation:</i> Side by Side translations can be used or extended text for the gifted learners. Our text is the abridged version. (4-5 days)
<b>Character Sketch</b>	Through reading students will identify the main characters traits and use textual support. This can be done in groups as well as individually. <i>Differentiation:</i> Students can be given more guidance through specific passages to look at with a translation to help in trait discovery and support. (during reading of text)
<b>Read and Analyze Elegiac Poetry</b>	Read "The Wanderer", "The Wife's Lament" and / or "The Husband's Message". (Minimum of two should be used) Look for text that supports the characteristics of elegiac poetry. <i>Differentiation:</i> Again, translation can be used for special education. Additional text can be used to enhance the experience for gifted learners. (2 - 3 days)
<b>Compare elegiac poems from different writers</b>	Compare elegiac poems from different authors. Do they hold the same characteristics? How do they present the idea of loss? (during reading)
<b>Compare and Contrast Elegiac and Heroic</b>	Compare Beowulf to Elegiac. What do they have in common and what are the difference. This can be done on a graphic organizer and in groups and findings presented to the class. <i>Differentiation:</i> This will give the teacher time to help those who need it and utilize students of higher level to help as well. (during reading)
<b>Read and Solve Riddles</b>	Students will work to solve riddles from the time period. This can be done independently or in pairs. A discussion first of what was important to the Anglo Saxon society is needed. (1 day)
<b>Create a Riddle</b>	Students will create a riddle similar in style. <i>Differentiation:</i> A template can be given to those who need help. (1 day)
<b>Outline, Draft, Peer Edit, Revise and Create a final draft</b>	Students will outline how Beowulf fits the heroic ideal with text support to be added to the essay; they will create a draft, then peer edit, revise their work and then create a final draft for grading. <i>Differentiation:</i> There will be in class work so that the teacher can help students. The teacher is also

	available during office hours for extra support. ( 2 in class days)
<b>Weekly Vocabulary study and assessment</b>	<p>Students will learn a variety of new vocabulary to use in their writing and recognize in their reading. Students will be assessed through quizzes that utilize matching, fill in the blank and open ended style questions.</p> <p><i>Differentiation:</i> The teacher may read the test and answer choices as needed. Style questions can be changed to meet student's needs as well. (Throughout unit)</p>
<b>Additional General Modifications</b>	<p>Chunking new material</p> <p>Providing step by step prompts</p> <p>Repeated practice</p> <p>Sequenced review</p> <p>Directed questioning and responses</p> <p>Sequence tasks from easy to difficult</p> <p>Individual/small group/whole group</p> <p>Independent writing</p> <p>Make predictions</p> <p>Set goals</p> <p>Modeling-teacher demonstrates, students use model to solve problem</p> <p>Meaningful, real life connections</p> <p>Warm up activities and exit slips</p>
<b>Resources:</b>	
Prentice Hall - The British Tradition ; Building an Enriched Vocabulary	



Suggested Time Frame:	Approximately 12 days
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Content Area:	British Literature	Grade(s) 12
Unit Plan Title:	Unit 2: Medieval Literature	
Overview/Rationale		
In this unit students will read multiple types of literature from the Medieval period. They will read, analyze and interpret text. They will look to see how the time is reflected in the literature and cite textual evidence to support their claims. Additionally, they will analyze and compare structure.		
Standards for Reading		
<p><b>RL.11-12.4.</b> 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. (e.g., Shakespeare as well as other authors.)</p> <p><b>RL.11-12.5.</b> 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.</p> <p><b>RL.11-12.6.</b> 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).</p> <p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence and make relevant connections 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.</p> <p><b>RL.11-12.2.</b> 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.</p> <p><b>RL.11-12.3.</b> 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).</p>		
Standards for Writing		
<p><b>W.11-12.2.</b> 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.</p> <p><b>W.11-12.2.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>		

**W.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**Standards for 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 peers on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

**Standards for 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.11-12.5.** 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.

**Technology Standard(s) Number and Description**

**8.1.12.D.1.** Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

**Interdisciplinary Standard(s) Number and Description**

**6.2** World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Enduring Understandings:**

Medieval literature gives insight into values and customs of the time.

Through reading and analyzing the literature, one can see how society has changed and remained the same.

**Essential Questions :**

What do selections from this unit tell about Medieval society?

How are social institutions satirized?

What are the dominating events and historical figures of the time?

What meaning of text does analysis reveal?

21 <sup>st</sup> Century Connections:				
Check all that apply.		Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, and/or <b>A</b> -Assessed in this unit by marking <b>E, T, A</b> on the line before the appropriate skill.		
21 <sup>st</sup> Century Interdisciplinary Themes		21 <sup>st</sup> Century Skills		
	<b>X</b>	Global Awareness	<b>T, A</b>	Critical Thinking and Problem Solving
		Environmental Literacy	<b>E</b>	Creativity and Innovation
		Health Literacy	<b>E, T, A</b>	Communication and Collaboration
		Civic Literacy	<b>E</b>	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	<b>E</b>	Initiative and Self-Direction
			<b>E</b>	Social and Cross-Cultural Skills
			<b>E,A</b>	Productivity and Accountability
			<b>E</b>	Leadership and Responsibility
			<b>E</b>	Information Literacy Skills
			<b>E</b>	Media Literacy Skills
			<b>E</b>	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, or <b>A</b> -Assessed in this unit by marking <b>E, T, A</b> on the line before the appropriate skill.				
	<b>E, T</b>	CRP1. Act as a responsible and contributing citizen and employee		
	<b>T, A</b>	CRP2. Apply appropriate academic and technical skills		
	<b>E</b>	CRP3. Attend to personal health and financial well-being		
	<b>T, A</b>	CRP4. Communicate clearly and effectively with reason		

E	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
E, T, A	CRP7. Employ valid and reliable research strategies
E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E	CRP11. Use technology to enhance productivity
E	CRP12. Work productively in teams while using cultural global competence
<b>Student Learning Goals/Objectives:</b>	
<p><b>Students will know....</b></p> <p>Medieval society provides insight into the culture and values of the time. Society changes in many ways, but some fundamentals remain the same.</p>	<p><b>Students will be able to (do)...</b></p> <p>Read and analyze Medieval literature: prose and poetry.  Identify characteristics of the literature with textual support.  Compare pieces of literature.  Write, edit and revise an essay utilizing APA formatting that evaluates a popular theme of the time.  Discuss, compare and evaluate different methods of characterization.</p>
<b>Key Vocabulary and Terms:</b>	
Ballad, Frame Story, Satire, Allegory, Allusion, and various vocabulary terms	
<b>Texts Included (List in Order of Increasing Complexity)</b>	<b>Check Type</b>
<p><b>KEY: Structure:</b> C/C = Compare and Contrast   C/E = Cause and Effect   P/S = Problem/Solution   S/O – Sequence/Order  D = Description   N = Narrative   <b>Type:</b> L = Literary   I = Informational</p>	<p>L   I</p>
<p><b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u><b>X</b></u> N</p> <p><b>Title/Information:</b> <u>The Canterbury Tales</u>: "Prologue" pages 98-119, "The Pardoner's Tale" pages 123-133, "The Wife of Bath's Tale" pages 137 - 155(options in the text)</p>	<p><b>X</b></p>

<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u><b>X</b></u> N <b>Title/Information:</b> Medieval Ballads: selections available on pages 194-199, Possible Selections: "Twa Corbies", "Lord Randall", "Get Up and Bar the Door", "Edward", "The Demon Lover"		<b>X</b>		
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u><b>X</b></u> N <b>Title/Information:</b> (If time allows) Medieval Romance: "Sir Gawain and the Green Knight" page 162-175 and from "Morte Day Arthur" pages 176-184		<b>X</b>		
<b>Writing Assignments</b>		<b>Check Type</b>		
<b>KEY: Structure:</b> C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative <b>Type:</b> A = Argument E = Explanatory/Informational N = Narrative R = Research		A	E	N R
<u><b>X</b></u> Process ____ On Demand AND <b>Structure:</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D ____ N <b>Title/Description:</b> Thematic Essay of teacher's choosing: Students will find a common theme in the literature and establish a thesis and support with strong textual evidence and explanation.		<b>X</b>		
____ P or <u><b>X</b></u> OD and <b>Structure:</b> ____ C/C ____ C/E ____ P/S <u><b>X</b></u> S/O ____ D ____ N <b>Title/Description:</b> Note taking, summarizing of text			<b>X</b>	
____ P or <u><b>X</b></u> OD and <b>Structure:</b> <u><b>X</b></u> C/C <u><b>X</b></u> C/E <u><b>X</b></u> P/S <u><b>X</b></u> S/O ____ D ____ N <b>Title/Description:</b> Question/ Response: students will answer various types of questions about text in written form independently and in groups.			<b>X</b>	
<b>Assessment Evidence:</b>				
<b>Performance Tasks:</b> Students will write a thematic essay. Students will peer edit essays before revising their writing.		<b>Other Assessment Measures:</b> Reading Quizzes End of unit test		

Students may present their findings and analysis of a portion of "The General Prologue" of <u>The Canterbury Tales</u> in an oral presentation format.	Homework Assignments Scale Benchmark #1
<b>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</b>	
Title	Description with Modifications, number of days, etc.
<b>Introduction of Background</b>	Access prior knowledge and introduce new historical and literary background of the time. <b>Differentiation:</b> Graphic organizers and writing notes on the board can be utilized. (1 day)
<b>Reading and Analysis of excerpts from <u>The Canterbury Tales</u></b>	Read independently and as a whole class. Analyze language, identify characterization, theme and satirical elements with text support. (10-11 days) <b>Differentiation:</b> Side By Side translations can be utilized and higher learners can be provided with additional text of interest.
<b>Group Work</b>	Students will work in groups to read and analyze a selection of the text. Students will may present their findings to the class. (5 days - part of <u>The Canterbury Tales</u> - item 2)
<b>Compare and Contrast Ballads</b>	Compare Medieval ballads: What structural elements are similar, what are common themes and what differences present themselves.( 3-4 days)
<b>Possible Reading and Analysis of Medieval romance</b>	Read independently and as a whole class. Analyze language, identify characterization, theme and satirical elements with text support. (5-6 days) <b>Differentiation:</b> Different versions can be utilized and higher learners can be provided with additional text of interest.
<b>Outline, Draft, Peer Edit, Revise and Create a final draft</b>	Students will create a thesis and outline for their essay. This will be followed by writing with text support. Students will peer edit, revise and create a final draft. <b>Differentiation:</b> Teachers are available for additional support during office hours. Students needing extra help can be given an outline template and higher learners can extend with outside research to further prove their thesis. (in class time 2-3 days)
<b>Weekly Vocabulary study and assessment</b>	Students will learn a variety of new vocabulary to use in their writing and recognize in their reading. Students will be assessed through quizzes that utilize matching, fill in the blank and open ended style questions. <b>Differentiation:</b> The teacher may read the test and answer choices as needed. Style questions can be changed to meet student's needs as well.
<b>Additional General Modifications</b>	Chunking new material Providing step by step prompts

	<p>Repeated practice</p> <p>Sequenced review</p> <p>Directed questioning and responses</p> <p>Sequence tasks from easy to difficult</p> <p>Individual/small group/whole group</p> <p>Independent writing</p> <p>Make predictions</p> <p>Set goals</p> <p>Modeling-teacher demonstrates, students use model to solve problem</p> <p>Meaningful, real life connections</p> <p>Warm up activities and exit slips</p>
Resources:	
Prentice Hall - The British Tradition, Building an Enriched Vocabulary	
Suggested Time Frame:	23 - 25 days

Content Area:	British Literature	Grade(s) 12
Unit Plan Title:	Unit 3: Renaissance (Macbeth)	
Overview/Rationale		
In this unit students will read Shakespeare and analyze poetry as well of elements of drama. They will identify themes and characterization as well as elements of plot in groups as well as independently to support their findings with text and clear explanation.		
Standard(s) Number and Description		
Standards for Reading		
<p><b>RL.11-12.4.</b> 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. (e.g., Shakespeare as well as other authors.)</p> <p><b>RL.11-12.5.</b> 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.</p> <p><b>RL.11-12.6.</b> 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).</p> <p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence and make relevant connections 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.</p> <p><b>RL.11-12.2.</b> 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.</p> <p><b>RL.11-12.3.</b> 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).</p> <p><b>RL.11-12.7.</b> 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. (e.g., Shakespeare and other authors.)</p>		
Standards for Writing		
<p><b>W.11-12.2.</b> 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.</p> <p><b>W.11-12.2.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient</p>		



evidence.

**W.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

### **Standards for 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 peers on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

### **Standards for 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.11-12.5.** 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.

### **Technology Standard(s) Number and Description**

**8.1.12.D.1.** Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

### **Interdisciplinary Standard(s) Number and Description**

**6.2** World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

### **Enduring Understandings:**

Elements of a tragedy lend themselves to creating a tragic hero.

### **Essential Questions :**

What/Who are key historical people and events that influenced the time period?

What are the most important events of each act and how do they work to establish character and theme?

How do literary elements of a tragedy create a tragic hero?

Watch and compare a film production of Macbeth: how does the director treat theme, setting and character; does it meet expectations?

### **21<sup>st</sup> Century Connections:**

Check all that apply.		Indicate whether these skills are <b>E-Encouraged</b> , <b>T-Taught</b> , and/or <b>A-Assessed</b> in this unit by marking <b>E</b> , <b>T</b> , <b>A</b> on the line before the appropriate skill.	
21 <sup>st</sup> Century Interdisciplinary Themes		21 <sup>st</sup> Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E, <input type="checkbox"/> T, <input type="checkbox"/> A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E	Creativity and Innovation
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E, <input type="checkbox"/> T, <input type="checkbox"/> A	Communication and Collaboration
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E	Flexibility and Adaptability
<input type="checkbox"/>	Financial, Economic , Business and Entrepreneurial Literacy	<input type="checkbox"/> E	Initiative and Self-Direction
<input type="checkbox"/>		<input type="checkbox"/> E	Social and Cross-Cultural Skills
<input type="checkbox"/>		<input type="checkbox"/> E, <input type="checkbox"/> T, <input type="checkbox"/> A	Productivity and Accountability
<input type="checkbox"/>		<input type="checkbox"/> E	Leadership and Responsibility
<input type="checkbox"/>		<input type="checkbox"/> E	Information Literacy Skills
<input type="checkbox"/>		<input type="checkbox"/> E	Media Literacy Skills
<input type="checkbox"/>		<input type="checkbox"/> E, <input type="checkbox"/> T	Information, Communication, and Technology (ICT) Literacy
<b>Career Ready Practices:</b>			
Indicate whether these skills are <b>E-Encouraged</b> , <b>T-Taught</b> , or <b>A-Assessed</b> in this unit by marking <b>E</b> , <b>T</b> , <b>A</b> on the line before the appropriate skill.			
<input type="checkbox"/>	<input type="checkbox"/> E, <input type="checkbox"/> T	CRP1. Act as a responsible and contributing citizen and employee	
<input type="checkbox"/>	<input type="checkbox"/> T, <input type="checkbox"/> A	CRP2. Apply appropriate academic and technical skills	
<input type="checkbox"/>	<input type="checkbox"/> E	CRP3. Attend to personal health and financial well-being	
<input type="checkbox"/>	<input type="checkbox"/> T, <input type="checkbox"/> A	CRP4. Communicate clearly and effectively with reason	
<input type="checkbox"/>	<input type="checkbox"/> E	CRP5. Consider the environmental, social and economic impacts of decisions	

	E	CRP6. Demonstrate creativity and innovation
	E, T	CRP7. Employ valid and reliable research strategies
	E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E	CRP9. Model integrity, ethical leadership, and effective management
	E	CRP10. Plan education and career paths aligned to personal goals
	E	CRP11. Use technology to enhance productivity
	E	CRP12. Work productively in teams while using cultural global competence
<b>Student Learning Goals/Objectives:</b>		
<b>Students will know....</b> How elements of a tragedy lend themselves to the creation of a tragic hero. How to read Shakespeare and identify poetic devices and specific nuances of iambic pentameter.		<b>Students will be able to (do)...</b> Read and analyze Shakespearean text. Establish proof of character and theme with text support. Identify elements of iambic pentameter as well as drama. Provide proof of the tragic hero and what makes a tragic hero. Write about the text. Work in groups and independently to understand plot, character and theme.
<b>Key Vocabulary and Terms:</b>		
Soliloquy, Monologue, Iambic Pentameter, Tragedy, Aside, Metaphor, Personification, Tragic Hero, Dramatic Irony, Comic Relief, Pun, Dialogue, and various Vocabulary		
<b>Texts Included (List in Order of Increasing Complexity)</b>		<b>Check Type</b>
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b> <b>D = Description N = Narrative Type: L = Literary I = Informational</b>		<div>L</div> <div>I</div>
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u><b>X</b></u> N <b>Title/Information:</b> <u>Macbeth</u> : pages 307-394		<div><b>X</b></div>

Writing Assignments		Check Type			
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: A = Argument E = Explanatory/Informational N = Narrative R = Research		A	E	N	R
<b><u>X</u></b> Process    ___ On Demand    AND    Structure: <b><u>X</u></b> C/C    ___ C/E    ___ P/S    ___ S/O    ___ D <b><u>X</u></b> N <b>Title/Description:</b> Teacher's choice: themes in text or a compare/contrast with the film versus the text.		<b>X</b>	<b>X</b>		
___ P or <b><u>X</u></b> OD    and    Structure: ___ C/C    ___ C/E    ___ P/S <b><u>X</u></b> S/O    ___ D    ___ N <b>Title/Description:</b> Note taking, summarizing of text			<b>X</b>		
___ P or <b><u>X</u></b> OD    and    Structure: <b><u>X</u></b> C/C <b><u>X</u></b> C/E <b><u>X</u></b> P/S <b><u>X</u></b> S/O    ___ D    ___ N <b>Title/Description:</b> Question/ Response: students will answer various types of questions about text in written form independently and in groups.			<b>X</b>		
<b>Assessment Evidence:</b>					
<b>Performance Tasks:</b> Writing Reading in Parts		<b>Other Assessment Measures:</b> Reading quizzes per Act Unit Test Observation of class participation in reading of text Benchmark Scale Exit slips			
<b>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</b>					
<b>Title</b>		<b>Description with Modifications, number of days, etc.</b>			

<b>Background</b>	<p>Note and discuss important historical background, elements of a tragedy as well as important literary devices of a drama and some background on Shakespeare. Connections will be made to the text. Students will identify literary devices and analyze their effect on text.</p> <p><b>Differentiation:</b> Graphic organizers (1 - 2 days)</p>
<b>Group and independent reading, analyze and interpretation of the Shakespearean Tragedy <u>Macbeth</u>.</b>	<p>Read <u>Macbeth</u> in parts as a whole class, independently and in groups. Analyze language, interpret meaning and summarize the main ideas, portray characterization as well as determine theme. Use text to support answers to questions and findings.</p> <p><b>Differentiation:</b> Side by Side translations can be used or extended text for the gifted learners. Additional Shakespearean text can be provided. Advanced learners can work with classmates to help with understanding. (20 days)</p>
<b>Watching, Comparing and critiquing a film version of the text.</b>	<p>Students will view a film adaptation of Macbeth. This will provide them with another version of the text through a different medium. They will compare film to text and critique what the view. Teacher may decide to have students write about their thoughts in an expository essay. (3-4 days)</p>
<b>Weekly Vocabulary study and assessment</b>	<p>Students will learn a variety of new vocabulary to use in their writing and recognize in their reading. Students will be assessed through quizzes that utilize matching, fill in the blank and open ended style questions.</p> <p><b>Differentiation:</b> The teacher may read the test and answer choices as needed. Style questions can be changed to meet student's needs as well. (Throughout unit)</p>
<b>Additional General Modifications</b>	<p>Chunking new material  Providing step by step prompts  Repeated practice  Sequenced review  Directed questioning and responses  Sequence tasks from easy to difficult  Individual/small group/whole group  Independent writing  Make predictions  Set goals  Modeling-teacher demonstrates, students use model to solve problem  Meaningful, real life connections  Warm up activities and exit slips</p>
<b>Resources:</b>	

Prentice Hall - The British Tradition, An Enriched Vocabulary, Great Performances: Macbeth (copyright 2010) DVD	
Suggested Time Frame:	24-26 days

Content Area:	British Literature	Grade(s) 12
Unit Plan Title:	Unit 4: 17th Century	
Overview/Rationale		
Students will read, analyze and compare poetry and prose of the 17th century. They will note important literary devices that separate styles of poetry and will discover the connections to the time period. They will write about their findings in various formats.		
Standard(s) Number and Description		
Standards for Reading		
RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.11-12.4. 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. (e.g., Shakespeare as well as other authors.)		
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.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.		
RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.		
Standards for Writing		
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.		
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, trying a new approach, or consulting a style manual		

(such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

### **Standards for 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 peers on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

### **Standards for 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.11-12.5.** 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.

### **Technology Standard(s) Number and Description**

**8.1.12.D.1.** Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

### **Interdisciplinary Standard(s) Number and Description**

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

### **Enduring Understandings:**

The religious and political unrest of the 17th century did affect the literature of the time and that 17th century had distinct styles of writing.

### **Essential Questions:**

What can be considered crucial historical and cultural background of the time?

How do metaphysical and cavalier poetry compare and contrast?

What themes and literary devices can be found in the poetry?

How effectively is satire used and what outcome can be achieved? (If teacher has time to add some late 17th century material)

What private insights are given in journals and diaries about the time period and how is this an effective piece of literature?(If teacher has time to

add some late 17th century material)

## 21<sup>st</sup> Century Connections:

Check all that apply.		Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, and/or <b>A</b> -Assessed in this unit by marking <b>E</b> , <b>T</b> , <b>A</b> on the line before the appropriate skill.	
21 <sup>st</sup> Century Interdisciplinary Themes		21 <sup>st</sup> Century Skills	
	<b>X</b> Global Awareness	<b>T, A,</b>	Critical Thinking and Problem Solving
	Environmental Literacy	<b>E</b>	Creativity and Innovation
	Health Literacy	<b>E,T</b>	Communication and Collaboration
	Civic Literacy	<b>E</b>	Flexibility and Adaptability
	Financial, Economic , Business and Entrepreneurial Literacy	<b>E</b>	Initiative and Self-Direction
		<b>E</b>	Social and Cross-Cultural Skills
		<b>E</b>	Productivity and Accountability
		<b>E</b>	Leadership and Responsibility
		<b>E</b>	Information Literacy Skills
		<b>E</b>	Media Literacy Skills
		<b>E</b>	Information, Communication, and Technology (ICT) Literacy

## Career Ready Practices:

Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, or <b>A</b> -Assessed in this unit by marking <b>E</b> , <b>T</b> , <b>A</b> on the line before the appropriate skill.		
	<b>E,T</b>	CRP1. Act as a responsible and contributing citizen and employee
	<b>T,A</b>	CRP2. Apply appropriate academic and technical skills
	<b>E</b>	CRP3. Attend to personal health and financial well-being



	T, A	CRP4. Communicate clearly and effectively with reason
	E	CRP5. Consider the environmental, social and economic impacts of decisions
	E	CRP6. Demonstrate creativity and innovation
	E, T	CRP7. Employ valid and reliable research strategies
	E,T,A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E	CRP9. Model integrity, ethical leadership, and effective management
	E	CRP10. Plan education and career paths aligned to personal goals
	E	CRP11. Use technology to enhance productivity
	E	CRP12. Work productively in teams while using cultural global competence
<b>Student Learning Goals/Objectives:</b>		
<b><i>Students will know....</i></b> The political and religious culture is reflected in the literature.		<b><i>Students will be able to (do)...</i></b> Read and analyze poetry. Establish proof of themes and devices used for enhancing language and meaning? Identify and discuss the purpose and use of satire. Read and discuss another epic. Compare to epics read previously. Evaluate the use of fiction and non to prevent a view of historical events.(Late 17th addition)
<b>Key Vocabulary and Terms:</b>		
Conceit, Paradox, Hyperbole, Metaphor, Royalist, Puritan, Oliver Cromwell, Anglican Church, Roundheads, Carpe diem, Cavalier poetry, Metaphysical, Poetry, and various Vocabulary		
<b>Texts Included (List in Order of Increasing Complexity)</b>		<b>Check Type</b>
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b> <b>D = Description N = Narrative Type: L = Literary I = Informational</b>		L I

<p><b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u><b>X</b></u> N</p> <p><b>Title/Information:</b>  Metaphysical Poems  Possible selections include John Donne's "A Valediction Forbidding Mourning" pages 438-439, "Holy Sonnet 10" page 441, "Meditation 17" pages 442-444, and "Song"(handout) and George Herbert's "Love III", "Avarice", and "Easter Wings"(all handouts)</p>	<b>X</b>	
<p><b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u><b>X</b></u> N</p> <p><b>Title/Information:</b>  Cavalier Poems  Possible selections include Ben Jonson's "On My First Son" page 451, "On my First Daughter"(handout), "Come My Celia"(handout), and "Still to Be Neat" page 453; Robert Herrick's "Upon Julia's Clothes"(hand-out), "To the Virgins, Make Much of Time" page 463, and "Delight in Disorder"(handout); and Richard Lovelace's "To Althea from Prison" pages 496-497 and "To Lucasta on Going to Wars" pages 494-495</p>	<b>X</b>	
<p><b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u><b>X</b></u> N</p> <p><b>Title/Information:</b>  From Paradise Lost page 479-486</p>	<b>X</b>	
<p><b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u><b>X</b></u> N</p> <p><b>Title/Information:</b>  Optional Late 17th Century: "A Modest Proposal" Jonathan Swift pages 614-622</p>	<b>X</b>	
<p><b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u><b>X</b></u> N</p> <p><b>Title/Information:</b>  Optional Late 17th Century: "Journal of the Plague Year" Daniel DeFoe pages 511-516</p>	<b>X</b>	
<p><b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u><b>X</b></u> N</p> <p><b>Title/Information:</b>  Optional Late 17th Century: Samuel Pepys Diary pages 505-510</p>	<b>X</b>	<b>X</b>

<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u><b>X</b></u> N		<b>X</b>		
<b>Title/Information:</b> Optional Late 17th Century: "The Rape of the Lock" William Pope pages 540-550				
<b>Writing Assignments</b>		<b>Check Type</b>		
<b>KEY: Structure:</b> C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative <b>Type:</b> A = Argument E = Explanatory/Informational N = Narrative R = Research		A	E	N
____ Process <u><b>X</b></u> On Demand AND Structure: ____ C/C ____ C/E ____ P/S <u><b>X</b></u> S/O ____ D ____ N <b>Title/Description:</b> Note Taking: Read and annotate as well as note important background information.			<b>X</b>	
____ P or <u><b>X</b></u> OD and Structure: <u><b>X</b></u> C/C <u><b>X</b></u> C/E <u><b>X</b></u> P/S <u><b>X</b></u> S/O ____ D ____ N <b>Title/Description:</b> Question Response: students will answer a variety of comprehension and analysis questions about the text they are reading		<b>X</b>	<b>X</b>	
<u><b>X</b></u> P or ____ OD and Structure: ____ C/C ____ C/E ____ P/S ____ S/O ____ D ____ N <b>Title/Description:</b> Possible Modest Proposal: Students will research a current social or environmental problem, presenting researched information and then create their own "modest" proposal utilizing satire.		<b>X</b>	<b>X</b>	<b>X</b>
<u><b>X</b></u> P or ____ OD and Structure: ____ C/C ____ C/E ____ P/S ____ S/O ____ D ____ N <b>Title/Description:</b> Possible Writing of Cavalier or Metaphysical Poetry: students will have the opportunity to write in the style of the cavalier or metaphysical poets to apply what they have learned.				<b>X</b>
<b>Assessment Evidence:</b>				
<b>Performance Tasks:</b>		<b>Other Assessment Measures:</b>		

Writing Assignments	Reading Quizzes Homework Assignments Unit Test Scale Benchmark exam Exit Slips
<b>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</b>	
<b>Title</b>	<b>Description with Modifications, number of days, etc.</b>
<b>Introduction of Background</b>	Hook students and access prior knowledge with historical and literary background of the time. <b>Differentiation:</b> Students can use a graphic organizer for notes and teacher can write them on board. (1 day)
<b>Read and Analyze Metaphysical Poetry</b>	Read teacher selected poems by metaphysical poets. There will be guided reading, independent reading and group reading opportunities. The goal is to understand meaning as well as identify what makes the poem metaphysical and how it connects to the time. Look for text that supports findings. <b>Differentiation:</b> Graphic organizers and working in teacher selected pairs to help students who need it and engage students on a higher level. Students may read additional poems as well if moving ahead quickly. ( 5 - 6 days)
<b>Read and Analyze Cavalier Poetry</b>	Read teacher selected poems by Cavalier poets. There will be guided reading, independent reading and group reading opportunities. The goal is to understand meaning as well as identify what makes the poem metaphysical and how it connects to the time. Look for text that supports findings. ( 5- 6 days) <b>Differentiation:</b> Graphic organizers and working in teacher selected pairs to help students who need it and engage students on a higher level. Students may read additional poems as well if moving ahead quickly.
<b>Independent and Guided Reading and Analysis of Paradise Lost</b>	Read an excerpt from Paradise Lost as a whole class, and in groups. Analyze language and summarize the main ideas as well as determine theme. Use text to support answers to questions and findings. <b>Differentiation:</b> Side by Side translation is provided or extended text for the gifted learners. Our text is the abridged version. (2-3 days)
<b>Read and Analyze text from the late 17th century</b>	Read text both fiction and non-fiction from the Late 17th century considered the Age of Reason. Identify changes in text and how text is used to target certain classes of people as well as gives historical accounts of major events. This will be done through guided and independent reading ( 10 days)
<b>Write about the literature</b>	The teacher will select a topic from the unit for students to write about: they may write their own satire, write analysis of poetry, compare and contrast poems or even write their own poetry. Students will outline, draft, write and edit the work. Students may research and apply APA formatting. ( 2-3 days in class)

	<b>Differentiation:</b> There will be in class work so that the teacher can help students. The teacher is also available during office hours for extra support.
<b>Weekly Vocabulary study and assessment</b>	Students will learn a variety of new vocabulary to use in their writing and recognize in their reading. Students will be assessed through quizzes that utilize matching, fill in the blank and open ended style questions. <b>Differentiation:</b> The teacher may read the test and answer choices as needed. Style questions can be changed to meet student's needs as well. (Throughout unit)
<b>Additional General Modifications</b>	<ul style="list-style-type: none"> <li>Chunking new material</li> <li>Providing step by step prompts</li> <li>Repeated practice</li> <li>Sequenced review</li> <li>Directed questioning and responses</li> <li>Sequence tasks from easy to difficult</li> <li>Individual/small group/whole group</li> <li>Independent writing</li> <li>Make predictions</li> <li>Set goals</li> <li>Modeling-teacher demonstrates, students use model to solve problem</li> <li>Meaningful, real life connections</li> <li>Warm up activities and exit slips</li> </ul>
<b>Resources:</b>	
Prentice Hall: The British Tradition, Building an Enriched Vocabulary, Handouts	
<b>Suggested Time Frame:</b>	<p>With Late 17th century approximately 30 days</p> <p>Without - 20 days</p>

Content Area:	British Literature	Grade(s) 12
Unit Plan Title:	Unit 5: Romanticism	
Overview/Rationale		
General Unit Plan Formatting Instructions: In this unit students will learn what Romantic poetry is by reading, analyzing, interpreting, comparing and writing about the genre. They will work collaboratively and independently to understand the nuances of language as well as looking for meaning.		
Standard(s) Number and Description		
Standards for Reading		
RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.11-12.4. 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. (e.g., Shakespeare as well as other authors.)		
RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.		
RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.		
Standards for Writing		
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.		
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, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.		
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes		
Standards for 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 peers on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.		
Standards for Language		

<b>L.11-12.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>L.11-12.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>L.11-12.3.</b> 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. <b>L.11-12.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>L.11-12.6.</b> 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.			
<b>Technology Standard(s) Number and Description</b>			
<b>8.1.12.D.1.</b> Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.			
<b>Interdisciplinary Standard(s) Number and Description</b>			
<b>6.2</b> World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.			
<b>Enduring Understandings:</b>			
Romantic poetry is far more than poems about "romantic love"; Romantic poetry moves away from science and becomes more imaginative and spontaneous.			
<b>Essential Questions :</b>			
What historical people and events influenced the writers and their literature? How is the Romantic poetry similar in style, subject matter and theme? How do poets use specific words to create imagery? How do symbols promote a unique poetic vision?			
<b>21<sup>st</sup> Century Connections</b>			
<i>Check all that apply.</i>		<i>Indicate whether these skills are <b>E</b>-Encouraged, <b>T</b>-Taught, and/or <b>A</b>-Assessed in this unit by marking <b>E, T, A</b> on the line before the appropriate skill.</i>	
<b>21<sup>st</sup> Century Interdisciplinary Themes</b>		<b>21<sup>st</sup> Century Skills</b>	
	<b>X</b> Global Awareness	<b>T, A</b>	Critical Thinking and Problem Solving

		Environmental Literacy	E	Creativity and Innovation
		Health Literacy	E,T,A	Communication and Collaboration
		Civic Literacy	E	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
			E	Social and Cross-Cultural Skills
			E	Productivity and Accountability
			E	Leadership and Responsibility
			E	Information Literacy Skills
			E	Media Literacy Skills
			E	Information, Communication, and Technology (ICT) Literacy
<b>Career Ready Practices:</b>				
<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>				
	E, T	CRP1. Act as a responsible and contributing citizen and employee		
	T, A	CRP2. Apply appropriate academic and technical skills		
	E	CRP3. Attend to personal health and financial well-being		
	T, A	CRP4. Communicate clearly and effectively with reason		
	E	CRP5. Consider the environmental, social and economic impacts of decisions		
	E	CRP6. Demonstrate creativity and innovation		
	E, T	CRP7. Employ valid and reliable research strategies		
	E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them		



	E	CRP9. Model integrity, ethical leadership, and effective management
	E	CRP10. Plan education and career paths aligned to personal goals
	E	CRP11. Use technology to enhance productivity
	E	CRP12. Work productively in teams while using cultural global competence
<b>Student Learning Goals/Objectives:</b>		
<b>Students will know....</b> What is unique about Romantic poetry		<b>Students will be able to (do)...</b> read, analyze, discuss, compare, contrast and write about Romantic poetry
<b>Key Vocabulary and Terms:</b>		
Dialect, Symbol, Industrial Revolution, Habeus Corpus, Reform Bill, Romantic Poetry, and various vocabulary terms		
<b>Texts Included (List in Order of Increasing Complexity)</b>		<b>Check Type</b>
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b> <b>D = Description N = Narrative Type: L = Literary I = Informational</b>		<b>L I</b>
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u><b>X</b></u> N <b>Title/Information:</b> Robert Burns Poetry: Teacher Selected (possible choices include "To A Mouse" pages 667-668, "Auld Lang Syne", "A Red, Red Rose", "John Anderson, my Joe"(handouts))		<b>X</b>
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u><b>X</b></u> N <b>Title/Information:</b> William Blake Poetry: Teacher Selected (possible choices include "Introduction" from Songs of Innocence and Experience(handouts), "The Lamb" page 680, "The Tyger" page 681, "Holy Thursday" from Songs of Innocence and Songs of Experience(handouts))		<b>X</b>
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u><b>X</b></u> N <b>Title/Information:</b>		<b>X</b>

"Kubla Kahn" by Samuel Taylor Coleridge page 755-756			
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u><b>X</b></u> N <b>Title/Information:</b> Poetry by Percy Bysshe Shelley: Teacher Selected possible choices include "Ozymandias" page 777, "Music When Soft Voices Die" (handout), "England in 1819"(Handout))		<b>X</b>	
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D ____ N <b>Title/Information:</b> Poetry by John Keats : Teacher selected (possible choices include "On First Looking into Chapman's Homer" page 791, "When I Have Fears That I May Cease to Be" page 792, "La Belle Dame Sans Merci" (handout))			
<b>Writing Assignments:</b>		<b>Check Type</b>	
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b> <b>D = Description N = Narrative Type: A = Argument E = Explanatory/Informational N = Narrative R = Research</b>		A	E
____ Process <u><b>X</b></u> On Demand AND Structure: ____ C/C ____ C/E ____ P/S ____ S/O <u><b>X</b></u> D ____ N <b>Title/Description:</b> Note Taking: Read and annotate as well as note important background information.			<b>X</b>
____ P or <u><b>X</b></u> OD and Structure: <u><b>X</b></u> C/C <u><b>X</b></u> C/E ____ P/S ____ S/O <u><b>X</b></u> D ____ N <b>Title/Description:</b> Question Response: students will answer a variety of comprehension and analysis questions about the text they are reading			<b>X</b>
<u><b>X</b></u> P or ____ OD and Structure: <u><b>X</b></u> C/C ____ C/E ____ P/S ____ S/O ____ D <u><b>X</b></u> N <b>Title/Description:</b> Teacher Selected Writing Assignment		<b>X</b>	<b>X</b>
<b>Assessment Evidence:</b>			
<b>Performance Task:</b> Essay		<b>Other Assessment Measures:</b> Reading Quizzes	

Reading in class	Homework Assignments Unit Test Scale Benchmark exam Exit
<b>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</b>	
<b>Title</b>	<b>Description with Modifications, number of days, etc.</b>
<b>Introduction of Background</b>	Hook students and access prior knowledge with historical and literary background of the time. <b>Differentiation:</b> Students can use a graphic organizer for notes and teacher can write them on board. (1 day)
<b>Read and Analyze Romantic Poetry</b>	Read teacher selected poems by Romantic poets. There will be guided reading, independent reading and group reading opportunities. The goal is to understand meaning as well as identify what makes the poem Romantic and how it connects to the time. Look for text that supports findings. <b>Differentiation:</b> Graphic organizers and working in teacher selected pairs to help students who need it and engage students on a higher level. Students may read additional poems as well if moving ahead quickly. (8-10 days)
<b>Write about the literature</b>	The teacher will select a topic from the unit for students to write about: they may write their own Romantic poetry, write analysis of poetry, or compare and contrast poems. ( 2-3 days in class) <b>Differentiation:</b> There will be in class work so that the teacher can help students. The teacher is also available during office hours for extra support.
<b>Weekly Vocabulary study and assessment</b>	Students will learn a variety of new vocabulary to use in their writing and recognize in their reading. Students will be assessed through quizzes that utilize matching, fill in the blank and open ended style questions. <b>Differentiation:</b> The teacher may read the test and answer choices as needed. Style questions can be changed to meet student's needs as well. (Throughout unit)
<b>Additional General Modifications</b>	Chunking new material Providing step by step prompts Repeated practice Sequenced review Directed questioning and responses Sequence tasks from easy to difficult Individual/small group/whole group Independent writing Make predictions

	Set goals Modeling-teacher demonstrates, students use model to solve problem Meaningful, real life connections Warm up activities and exit slips
Resources:	
Prentice Hall: British Tradition, Building an Enriched Vocabulary, handouts	
Suggested Time Frame:	10-14 days

\*D – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	British Literature	Grade(s)12
Unit Plan Title:	Unit 6 - The Novel	
Overview/Rationale		
General Unit Plan Formatting Instructions: In this unit students will read a novel with the goal of analyzing the use of literary devices and how they affect plot and character. Students will also write and proof their findings.		
Standard(s) Number and Description		
Standards for Reading		
RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.11-12.5. 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. (e.g., Shakespeare and other authors.)		
RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.		
Standards for 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.		
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.		
W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.		

<b>Standards for Speaking and Listening</b>
<p><b>SL.11-12.1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>SL.11-12.4</b> Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>
<b>Standards for Language</b>
<p><b>L.11-12.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.11-12.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.11-12.3.</b> 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.</p>
<b>Technology Standard(s) Number and Description</b>
<b>8.1.12.D.1.</b> Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
<b>Interdisciplinary Standard(s) Number and Description</b>
<b>6.2</b> World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
<b>Enduring Understandings:</b>
Literary elements help to advance plot and create vivid depictions of characters and the changes that occur within them. These elements also help convey theme (truths about human nature).
<b>Essential Questions:</b>
<p>How does the author's background affect themes in his writing?</p> <p>How does the novel reflect societal conditions of the time?</p> <p>How do characters affect the development of plot?</p> <p>What conflicts are most important to the plot?</p> <p>What themes are presented?</p> <p>What role does irony play in the novel?</p> <p>Does the author use symbols to convey a deeper meaning?</p> <p>What role does foreshadowing play in the novel?</p> <p>What are the major plot points of the novel?</p>

21 <sup>st</sup> Century Connections:				
Check all that apply.			Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, and/or <b>A</b> -Assessed in this unit by marking <b>E</b> , <b>T</b> , <b>A</b> on the line before the appropriate skill.	
21 <sup>st</sup> Century Interdisciplinary Themes			21 <sup>st</sup> Century Skills	
	X	Global Awareness	T,A	Critical Thinking and Problem Solving
		Environmental Literacy	E	Creativity and Innovation
		Health Literacy	E,T	Communication and Collaboration
		Civic Literacy	E	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
			E	Social and Cross-Cultural Skills
			E	Productivity and Accountability
			E	Leadership and Responsibility
			E	Information Literacy Skills
			E	Media Literacy Skills
			E	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, or <b>A</b> -Assessed in this unit by marking <b>E</b> , <b>T</b> , <b>A</b> on the line before the appropriate skill.				
	E,T	CRP1. Act as a responsible and contributing citizen and employee		
	T,A	CRP2. Apply appropriate academic and technical skills		
	E	CRP3. Attend to personal health and financial well-being		
	T,A	CRP4. Communicate clearly and effectively with reason		

E	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
E, T	CRP7. Employ valid and reliable research strategies
E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E	CRP11. Use technology to enhance productivity
E	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives:	
<b><i>Students will know....</i></b> Literary elements help to advance plot and create vivid depictions of characters and the changes that occur within them.	<b><i>Students will be able to (do)...</i></b> Identify the important literary elements that are utilized and identify their relationship to plot, character and theme as well as write and speak about their findings in groups and whole class environment.

Key Vocabulary and Terms:	
Symbolism, Foreshadowing, Theme, Irony, Protagonist, Antagonist, and various Vocabulary	

Texts Included (List in Order of Increasing Complexity)	Check Type	
<b>KEY: Structure:</b> C/C = Compare and Contrast   C/E = Cause and Effect   P/S = Problem/Solution   S/O – Sequence/Order <b>D = Description   N = Narrative                      Type: L = Literary   I = Informational</b>	L	I
<b>Structure (Check appropriate choice):</b> ____ C/C   ____ C/E   ____ P/S   ____ S/O   ____ D   ____ <u><b>X</b></u> N <b>Title/Information:</b> <u>The Adventures of Alice in Wonderland</u> and/or <u>The Lord of the Flies</u>	<b>X</b>	

Writing Assignments	Check Type
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KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: A = Argument E = Explanatory/Informational N = Narrative R = Research		A	E	N	R
___ Process __X_ On Demand AND Structure: ___ C/C ___ C/E ___ P/S ___ S/O __X_ D ___ N Title/Description: Note Taking: Read and annotate as well as note important background information.				X	
___ P or __X_ OD and Structure: __X_ C/C __X_ C/E ___ P/S ___ S/O __X_ D ___ N Title/Description: Question Response: students will answer a variety of comprehension and analysis questions about the text they are reading				X	
__X_ P or __X_ OD and Structure: __X_ C/C ___ C/E ___ P/S ___ S/O ___ D __X_ N Title/Description: Teacher Selected Writing Assignment		X		X	
Assessment Evidence:					
Performance Tasks: Chapter Notes and Summaries Essay			Other Assessment Measures: Chapter quizzes Homework Exit slips Scale Unit Test Benchmark		
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)					
Title	Description with Modifications, number of days, etc.				
Introduction of Background	Hook students and access prior knowledge with historical and literary background of the time. Differentiation: Students can use a graphic organizer for notes and teacher can write them on board. (1 day)				
Read and analyze the Novel	There will be guided and independent reading, as well as small group. Students will read for understanding of plot and utilization of various literary devices to strengthen meaning, character and plot. Differentiation: guided reading and groups will help struggling students as well as use of office hours with the				

	teacher. (approximately 10 days)
<b>Write about the text</b>	<p>Students will write about theme, using textual evidence to support their thesis. They will outline, draft and edit their work. (2 days in class)</p> <p><b>Differentiation:</b> specific graphic organizer and class time for lower levels will be provided and stronger learners can extend past the novel and look for evidences in other pieces of literature.</p>
<b>(optional)Watching, Comparing and critiquing a film version of the text.</b>	Students may I view a film adaptation. This will provide them with another version of the text through a different medium. They will compare film to text and critique what the view. Teacher may decide to have students write about their thoughts in an expository essay. (3-4 days)
<b>Weekly Vocabulary study and assessment</b>	<p>Students will learn a variety of new vocabulary to use in their writing and recognize in their reading. Students will be assessed through quizzes that utilize matching, fill in the blank and open ended style questions.</p> <p><b>Differentiation:</b> The teacher may read the test and answer choices as needed. Style questions can be changed to meet student's needs as well. (Throughout unit)</p>
<b>Additional General Modifications</b>	<p>Chunking new material</p> <p>Providing step by step prompts</p> <p>Repeated practice</p> <p>Sequenced review</p> <p>Directed questioning and responses</p> <p>Sequence tasks from easy to difficult</p> <p>Individual/small group/whole group</p> <p>Independent writing</p> <p>Make predictions</p> <p>Set goals</p> <p>Modeling-teacher demonstrates, students use model to solve problem</p> <p>Meaningful, real life connections</p> <p>Warm up activities and exit slips</p>
<b>Resources:</b>	
Alice in Wonderland and Lord of the Flies: both are supplied by MTHS, Building an Enriched Vocabulary	
<b>Suggested Time Frame:</b>	13 - 17 days

Content Area:	British Literature	Grade(s)12
Unit Plan Title:	Unit 7 - Victorian Poetry	
Overview/Rationale		
General Unit Plan Formatting Instructions: This unit aims to teach how the shift in society and a larger middle class affects literature. Students will continue to read, interpret and analyze poetry. They will work together to understand new styles and write about their findings.		
Standard(s) Number and Description		
Standards for Reading		
RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.11-12.4. 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. (e.g., Shakespeare as well as other authors.)		
RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.		
RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.		
Standards for Writing		
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.		
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, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.		
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.		
Standards for 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 peers on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.		

<b>Standards for Language</b>	
<p><b>L.11-12.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.11-12.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.11-12.3.</b> 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.</p> <p><b>L.11-12.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.11-12.6.</b> 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.</p>	
<b>Technology Standard(s) Number and Description</b>	
<b>8.1.12.D.1.</b> Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	
<b>Interdisciplinary Standard(s) Number and Description</b>	
<b>6.2</b> World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Enduring Understandings:</b>	
The Victorian Age produced a diverse body of poetry, including elements of Romanticism, Realism and Naturalism.	
<b>Essential Questions:</b>	
<p>What economic and political theories were prevalent during the time?</p> <p>How did the growing middle class influence the literature of the time period?</p> <p>What makes a dramatic monologue?</p> <p>How do lyric narratives explore relationships?</p> <p>How does the speaker impact the poetry?</p> <p>What is realism and how is it portrayed in poetry?</p>	
<b>21<sup>st</sup> Century Connections:</b>	
Check all that apply.	Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, and/or <b>A</b> -Assessed in this unit by marking <b>E, T, A</b> on the line before the appropriate skill.

21 <sup>st</sup> Century Interdisciplinary Themes			21 <sup>st</sup> Century Skills		
	X	Global Awareness		T,A	Critical Thinking and Problem Solving
		Environmental Literacy		E	Creativity and Innovation
		Health Literacy		E,T	Communication and Collaboration
		Civic Literacy		E	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy		E	Initiative and Self-Direction
				E	Social and Cross-Cultural Skills
				E	Productivity and Accountability
				E	Leadership and Responsibility
				E	Information Literacy Skills
				E	Media Literacy Skills
				E	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:					
Indicate whether these skills are <i>E</i> -Encouraged, <i>T</i> -Taught, or <i>A</i> -Assessed in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill.					
	E,T	CRP1. Act as a responsible and contributing citizen and employee			
	T,A	CRP2. Apply appropriate academic and technical skills			
	E	CRP3. Attend to personal health and financial well-being			
	T,A	CRP4. Communicate clearly and effectively with reason			
	E	CRP5. Consider the environmental, social and economic impacts of decisions			
	E	CRP6. Demonstrate creativity and innovation			

	E	CRP7. Employ valid and reliable research strategies
	E, T	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E, T, A	CRP9. Model integrity, ethical leadership, and effective management
	E	CRP10. Plan education and career paths aligned to personal goals
	E	CRP11. Use technology to enhance productivity
	E	CRP12. Work productively in teams while using cultural global competence
<b>Student Learning Goals/Objectives:</b>		
<b>Students will know....</b> How different styles of poetry reflect changing societal values.		<b>Students will be able to (do)...</b> Read, analyze and interpret Victorian poetry, paying attention to the variety of styles and what it says about the society of the Victorian Age.
<b>Key Vocabulary and Terms:</b>		
Dramatic Monologue, Realism, Naturalism, Lyric narrative, Darwin, Second Reform Bill, Sober Sunday, and various Vocabulary		
<b>Texts Included (List in Order of Increasing Complexity)</b>		<b>Check Type</b>
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b> <b>D = Description N = Narrative Type: L = Literary I = Informational</b>		<b>L I</b>
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u><b>X</b></u> N <b>Title/Information:</b> Alfred Lord Tennyson: Teacher Selected(some options include: "The Kraken"(handout) and "The Lady of Shalott" pages 869-874)		<b>X</b>
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u><b>X</b></u> N <b>Title/Information:</b> Robert Browning: Teacher Selected (some options include "Porphyria's Lover"(handout) and "My Last Duchess" pages 885-886)		<b>X</b>
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u><b>X</b></u> N <b>Title/Information:</b>		<b>X</b>

Elizabeth Barrett Browning: Teacher Selected (options include Sonnets of the Portuguese (handout and page 893))			
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u><b>X</b></u> N <b>Title/Information:</b> Mathew Arnold: Teacher Selected (some options include "Isolation" and "Self-Dependence"(handout))		<b>X</b>	
<b>Writing Assignments</b>		<b>Check Type</b>	
<b>KEY: Structure:</b> C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative <b>Type:</b> A = Argument E = Explanatory/Informational N = Narrative R = Research		A	E
____ Process <u><b>X</b></u> On Demand AND Structure: ____ C/C ____ C/E ____ P/S ____ S/O <u><b>X</b></u> D ____ N <b>Title/Description:</b> Note Taking: Read and annotate as well as note important background information.			<b>X</b>
____ P or <u><b>X</b></u> OD and Structure: <u><b>X</b></u> C/C <u><b>X</b></u> C/E ____ P/S ____ S/O <u><b>X</b></u> D ____ N <b>Title/Description:</b> Question Response: students will answer a variety of comprehension and analysis questions about the text they are reading			<b>X</b>
<u><b>X</b></u> P or ____ OD and Structure: <u><b>X</b></u> C/C ____ C/E ____ P/S ____ S/O ____ D <u><b>X</b></u> N <b>Title/Description:</b> Teacher Selected Writing Assignment (optional - if time allows - may put on unit test)		<b>X</b>	<b>X</b>
<b>Assessment Evidence:</b>			
<b>Performance Task:</b> Essay Reading in class		<b>Other Assessment Measures:</b> Reading Quizzes Homework Assignments Unit Test Scale Benchmark exam Exit	
<b>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</b>			

Title	Description with Modifications, number of days, etc.
Introduction of Background	Hook students and access prior knowledge with historical and literary background of the time. <b>Differentiation:</b> Students can use a graphic organizer for notes and teacher can write them on board. (1 day)
Read and Analyze Victorian Poetry	Read teacher selected poems by Victorian poets. There will be guided reading, independent reading and group reading opportunities. The goal is to understand meaning as well as identify what makes the poem Romantic and how it connects to the time. Look for text that supports findings. <b>Differentiation:</b> Graphic organizers and working in teacher selected pairs to help students who need it and engage students on a higher level. Students may read additional poems as well if moving ahead quickly. (5-6 days)
Weekly Vocabulary study and assessment	Students will learn a variety of new vocabulary to use in their writing and recognize in their reading. Students will be assessed through quizzes that utilize matching, fill in the blank and open ended style questions. <b>Differentiation:</b> The teacher may read the test and answer choices as needed. Style questions can be changed to meet student's needs as well. (Throughout unit)
Additional General Modifications	<ul style="list-style-type: none"> <li>Chunking new material</li> <li>Providing step by step prompts</li> <li>Repeated practice</li> <li>Sequenced review</li> <li>Directed questioning and responses</li> <li>Sequence tasks from easy to difficult</li> <li>Individual/small group/whole group</li> <li>Independent writing</li> <li>Make predictions</li> <li>Set goals</li> <li>Modeling-teacher demonstrates, students use model to solve problem</li> <li>Meaningful, real life connections</li> <li>Warm up activities and exit slips</li> </ul>
Resources:	
Prentice Hall: The British Tradition, Building and Enriched Vocabulary	
Suggested Time Frame:	7 days



## High School 11/12 English Language Arts Standards

	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Progress Indicators for Reading</b>		
<b>Key Ideas and Details</b>		
RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.	<b>X</b>	<b>X</b>
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.	<b>X</b>	<b>X</b>
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).	<b>X</b>	<b>X</b>
<b>Craft and Structure</b>		
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. (e.g., Shakespeare as well as other authors.)	<b>X</b>	<b>X</b>
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.	<b>X</b>	<b>X</b>
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).	<b>X</b>	<b>X</b>
<b>Integration of Knowledge and Ideas</b>		
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. (e.g., Shakespeare and other authors.)	<b>X</b>	<b>X</b>

	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
RL.11-12.8. (Not applicable to literature)		
RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.	<b>X</b>	<b>X</b>
<b>Range of Reading and Level of Text</b>		
RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.	<b>X</b>	<b>X</b>
<b>Progress Indicators for Reading Informational Text</b>		
<b>Key Ideas and Details</b>		
RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	<b>X</b>	
RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	<b>X</b>	
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.	<b>X</b>	
<b>Craft and Structure</b>		
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 (e.g., how Madison defines faction in Federalist No. 10).	<b>X</b>	
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.	<b>X</b>	

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
<b>Integration of Knowledge and Ideas</b>		
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.	<b>X</b>	
RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	<b>X</b>	
RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.	<b>X</b>	
<b>Range of Reading and Level of Text Complexity</b>		
RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.	<b>X</b>	<b>X</b>
<b>Progress Indicators for Writing</b>		
<b>Text Types and Purposes</b>		
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.  D. 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. E. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.	<b>X</b>	<b>X</b>

	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<p>C. Use transitions (e.g. words, phrases, clauses) 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.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and Objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>		
<p>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.</p> <p>G. 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.</p> <p>H. 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.</p> <p>I. 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.</p> <p>J. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>K. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>L. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>	<b>X</b>	<b>X</b>
<p>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.</p>	<b>X</b>	

	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<p>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.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		
<b>Production and Distribution of Writing</b>		
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>X</b>	<b>X</b>
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	<b>X</b>	<b>X</b>
W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<b>X</b>	<b>X</b>
<b>Research to Build and Present Knowledge</b>		

11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
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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.	<b>X</b>	
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. (MLA or APA Style Manuals).	<b>X</b>	
W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. C. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”). D. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).	<b>X</b>	
<b>Range of Writing</b>		
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.	<b>X</b>	<b>X</b>

<b>Progress Indicators for Speaking and Listening</b>		
<b>Comprehension and Collaboration</b>		
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. D. 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. E. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.	<b>X</b>	<b>X</b>

	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<p>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.</p> <p>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 data.</p>		
SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.	<b>X</b>	
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.	<b>X</b>	
<b>Presentation of Knowledge and Ideas</b>		
SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	<b>X</b>	<b>X</b>
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.	<b>X</b>	
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<b>X</b>	
<b>Progress Indicators for Language</b>		
<b>Conventions of Standard English</b>		

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<b>X</b>	<b>X</b>
<p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>C. Observe hyphenation conventions.</p> <p>D. Spell correctly</p>	<b>X</b>	<b>X</b>
<b>Knowledge of Language</b>		
<p>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.</p> <p>B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p>	<b>X</b>	<b>X</b>
<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>E. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>F. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>G. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>H. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<b>X</b>	<b>X</b>



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L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
C. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	<b>X</b>	<b>X</b>
D. Analyze nuances in the meaning of words with similar denotations.		
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.	<b>X</b>	<b>X</b>