

Kingsway Regional School District



*Committed to Excellence*

<b>Course Name: College Prep English IV</b>	<b>Grade Level(s): 12</b>
<b>Department: English</b>	<b>Credits: 5</b>
<b>BOE Adoption Date: October 2017</b>	<b>Revision Date(s): October 2019</b>

**ABSTRACT**

In Academic English 12, the students will closely and critically read complex works of literature and informational texts. In writing and through class discussions, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author’s or speaker’s points and assumptions based on evidence from the text. Additionally, students will expand their literary and cultural knowledge by reading great classic and contemporary works representative of various time periods, cultures, and worldviews. There will also be an increased emphasis on building a strong vocabulary so that students can read and understand increasingly complex texts. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include literary analysis, research papers, creative writing, narratives, and argumentative and explanatory essays. At the academic level, the students will complete the following to develop their literacy and writing skills: (1) Students read and analyze foundational works of American literature and examine how two or more texts from the same time period treat similar themes or topics. (2) Students cite strong evidence from a text to analyze what it says explicitly as well as what it infers, including determining when a text leaves a point unclear or unproven. (3) Students identify and evaluate the reasoning used in historical documents, including the application of constitutional or legal principles. (4) Students support arguments in an analysis of challenging topics or texts using valid reasoning and relevant and sufficient evidence. (5) Students conduct short and long-term research projects to answer a question or solve a problem. (6) Students participate effectively in group discussions, expressing ideas clearly and persuasively and building on the ideas of others. (7) Students demonstrate understanding of complex or figurative language (such as hyperbole), and distinguish what is directly stated in a text from what is actually meant. (8) Students understand the role that figurative language plays in a text. (9) Students present information using multiple media formats (such as graphics or audio/visual presentations) to enhance understanding of findings, reasoning, and evidence. (10) Students 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. (11) Students analyze a point of view by distinguishing what is directly stated in a text from what is really meant. (12) Students introduce a topic and develop it 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. (13) Students provide a concluding statement or section that follows from and supports the information or explanation presented (such as articulating implications or the significance of the topic). (14) Students organize complex ideas, concepts, and information so that each new element builds on what came before to create a coherent narrative. (15) Students use appropriate and varied transitions and sentence structure to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (16) Students use precise language, subject-specific vocabulary, and writing techniques (such as the use of an analogy to illustrate a point) appropriate for the complexity of the topic.

Some reading and writing guidelines are similar from Grade 11 to Grade 12. The students are expected to develop their skills and apply greater depth of knowledge with increasingly complex texts and writing assignments. During Grade 12, the students will continue to apply skills and knowledge in the following key areas: ideas and details, craft and structure, language development, and speaking and listening skills.

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### **Mission Statement**

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Core Curriculum Content Standards (NJCCCS) & Common Core State Standards (CCSS).

### **Curriculum & Instruction Goals**

**Goal(s):**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

### **Philosophy of the Shared Curriculum Service with South Harrison Township Elementary**

The ultimate goal of the newly established shared curriculum service with South Harrison Township Elementary is to provide clearly coherent curriculum for grades K-12 to enhance student growth and achievement and provide learning experiences that assist in providing an inherent love of learning. With true vertical and horizontal curricular alignment all students will be effectively prepared for their arrival onto the campus of Kingsway Regional Middle School. Through this shared vision, both school districts are able to work earlier and more productively with students to ensure they are properly equipped with the knowledge and skills necessary to be successful in college and career upon graduation from high school. The alignment of curriculum K-12 safeguards countless benefits for our children; it is the very foundation for the improved teaching and learning that is our goal as educators, parents, and community members. Most notably, an aligned curriculum K-12 creates a common ownership and understanding of what must be taught and learned at each grade level for each subject area. No matter where a student attends, the curriculum requirements are the same across buildings, grade levels and teachers. Additionally, an aligned curriculum serves to provide valuable information to parents who will know what each child is expected to learn while in the classroom.

## How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

## Terms to Know

- 1. Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
- 2. Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms.
- 3. Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
- 4. Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
- 5. Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
- 6. Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)

7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students “should know” and/or “be able to do” as they progress through a unit. Learning goals correlate specifically to the NJCCCS and CCSS are noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses.
11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a “model” for which districts can properly implement the Common Core State Standards and New Jersey Core Curriculum Content Standards by providing an example from which to work and/or a product for implementation.
12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.
13. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
14. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
  - **State:** The New Jersey Core Curriculum Content Standards (NJCCCS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World*

*Languages; Technology; and 21st-Century Life and Careers.*

- **Common Core:** Standards for mathematics and English-language arts literacy are part of the Common Core State Standards (CCSS) which are nationally adopted standards coordinated by the Council of Chief States School Officers (CCSSO) and the National Governor’s Association (NGA) in partnership with other national organizations.

**15. Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

**16. 21<sup>st</sup> Century Skills:** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21<sup>st</sup> century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

**Proficiencies and Pacing:**

**Course Title: English 12**

**Prerequisite(s): Grade 11 English Language Arts**

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
<p><b>Unit 1: <i>College and Career Readiness</i></b></p>	<p>5-6 weeks  Sept – Oct</p>	<p><b>Power [Anchor] Standards:</b></p> <p>NJSLS W.12.6 NJSLS.SL.11-12.4</p> <p><b>Supportive (Secondary):</b></p> <p><b>Reading:</b> NJSLS RL 2.1 NJSLS RI 2.1</p> <p><b>Writing:</b> NJSLS W. 12.1d NJSLS W. 12.1c NJSLS W. 12.2a NJSLS W. 12.2b NJSLS W. 12.1c NJSLS W. 12.2d NJSLS W. 12.2e NJSLS W. 12.2f NJSLS W. 12.3</p> <p><b>Speaking and Listening:</b> NJSLS SL. 12.2 NJSLS SL. 12.4 NJSLS SL. 12.5</p>	<p>1. SWBAT use technology and library databases to thoroughly research colleges and/or potential careers to create a choice-oriented college/career portfolio <b>(2.5-3 weeks)</b></p> <p>2. SWBAT organize their research into formal college or career application documents and present that research in a way that is usable to them in their post-secondary goals. <b>(2.5-3 weeks)</b></p>	<p><b>Recall (Level 1)</b></p> <p>Define selected job and career-related vocabulary.</p> <p>Identify personal insight in reflective writing.</p> <p>Identify and summarize job/career data.</p> <p>Identify patterns of information concerning a job description.</p> <p>Identify and explain the following:</p> <ul style="list-style-type: none"> <li>• The purpose of a cover letter</li> <li>• The contents of the cover letter</li> <li>• The formatting &amp; organization of the cover letter</li> <li>• The expectations of the resume</li> <li>• The importance of the design of resume</li> <li>• The use of columns in a resume</li> <li>• The proper format of the resume</li> <li>• The content and the structure of the resume</li> </ul> <p><b>Skill/ Concept (Level 2)</b></p>

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		<p>NJSLS SL. 12.6</p> <p><b>Language:</b>  NJSLS LA. 11-12.1  NJSLS LA. 11-12.2  NJSLS LA. 11-12.8</p> <p><b>Interdisciplinary:</b></p> <p><b>Technology:</b>  NJSLS.TECH.8.1.12.F.1</p> <p><b>Career Ready Practices:</b>  CRP1  CRP6  CRP7  CRP10  CRP11</p>		<p>Summarize information from sources about careers.</p> <p>Gather, analyze, and organize job/career data across multiple information sources or texts.</p> <p><b>Strategic Thinking (Level 3)</b>  Evaluate relevancy, accuracy, and completeness of information from multiple Internet sources.</p> <p><b>Extended Thinking (Level 4)</b>  Create a written response to a college application essay or in response to a job application with an open-ended prompt.</p> <p>Compose a cover letter.</p>

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<b>Unit 2: <i>Macbeth</i>: The Psychology of Evil</b>	5-6 weeks  Oct-Nov	<p><b><u>Power/ Anchor Standards:</u></b>            NJSLS RL.12.4            NJSLS RL.12.7            NJSLS W. 12.9a</p> <p><b><u>Supportive (Secondary):</u></b></p> <p><b>Reading</b>            NJSLS RL.12.1            NJSLS RL.12.2            NJSLS RL.12.3</p> <p><b>Writing</b>            NJSLS W.12.1            NJSLS W.12.2            NJSLS W.12.4            NJSLS W.12.10</p> <p><b>Speaking and Listening</b>            NJSLS SL.12.1c</p> <p><b>Language</b>            NJSLS L.12.1b            NJSLS L.12.2a.b</p> <p><b><u>Interdisciplinary:</u></b></p> <p><b>Technology</b>            NJSLS.TECH.8.1.12.D.1</p> <p><b>Career Ready Practices</b>            CRP4</p>	<p>1. SWBAT analyze, discuss, and question <i>Macbeth</i> to convey its intended meaning and produce concrete evidence of understanding.  <b>(3-4 weeks)</b></p> <p>2. SWBAT evaluate which psychological phenomenon motivates <i>Macbeth</i> and present their analysis of his dynamic characterization, motivations, and actions verbally, alphabetically, visually, or aurally.  <b>(1-2 weeks)</b></p>	<p><b>Recall (Level 1)</b></p> <ol style="list-style-type: none"> <li>1. List and define dramatic terms.</li> <li>2. Identify and explain basic plotline.</li> <li>3. Define selected vocabulary using dictionaries and context.</li> <li>4. Explain elements of tragedy and the tragic hero.</li> </ol> <p><b>Skill/ Concept (Level 2)</b></p> <ol style="list-style-type: none"> <li>5. Paraphrase Shakespeare’s language.</li> <li>6. Make inferences about characters’ asides and soliloquys.</li> <li>7. Evaluate character growth and motivations.</li> <li>8. Relate specific dramatic elements to <i>Macbeth</i> and analyze Shakespeare’s use of these elements.</li> </ol> <p><b>Strategic Thinking (Level 3)</b></p> <ol style="list-style-type: none"> <li>9. Assess primary and secondary themes and list specific events and situations that Shakespeare used to develop these themes.</li> <li>10. Investigate the internal motivations of characters.</li> <li>11. Assess relevance of studying classical literature in the modern world by synthesizing support from research.</li> </ol> <p><b>Extended Thinking (Level 4)</b></p> <ol style="list-style-type: none"> <li>12. Analyze character interactions and assess relationships.</li> <li>13. Critique various visual or audio interpretations of selected scenes.</li> <li>14. Synthesize various literary and poetic devices and explain their function throughout the play.</li> <li>15. Analyze character growth throughout the text.</li> </ol>

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<b>Unit 3:</b> <b><i>Romanticism</i></b> <b>Understanding</b> <b>Connections</b> <b>Between the</b> <b>Many Voices of</b> <b>the Age</b>	<b>Duration/ Month(s):</b> 1-3 weeks  Nov-Dec	<p><b><u>Power Standards:</u></b>            NJSLs. R.1            NJSLs. R.4            NJSLs. R. 9</p> <p><b><u>Supportive</u></b>  <b>(Secondary):</b>  <b>Reading</b>            NJSLs.RL.12.1            NJSLs.RL.12.3            NJSLs.RL.12.4            NJSLs.<u>RL.12.5</u>            NJSLs.RL.12.6            NJSLs.RL.12.9            NJSLs.RI.12.1            NJSLs.<u>RI.12.2</u>            NJSLs.<u>RI.12.3</u>            NJSLs.RI.12.6</p> <p><b>Writing</b>            NJSLs.W.12.2            (a, b, d, e)</p> <p><b>Speaking/Listening</b>            NJSLs.SL.12.1(a-d)            NJSLs.<u>SL. 12.2</u>            NJSLs.<u>SL.12.3</u> NJSLs.<u>SL.12.4</u>            NJSLs.<u>SL.12.5</u></p> <p><b>Language</b>            NJSLs.L.12.1            NJSLs.L.<u>12.3</u>            NJSLs.L.<u>12.4</u>            NJSLs.L.12.5</p>	1. Students will understand how and why to use MLA format to incorporate quotes, create in-text citations, and analyze poetry and other short passages found within this unit.	<p><b>Recall (Level 1)</b></p> <ol style="list-style-type: none"> <li>Identify historical background of American and French Revolutions and causes for them.</li> <li>Define the denotation and connotation of specific words in the selected works.</li> </ol> <p><b>Skill/ Concept (Level 2)</b></p> <ol style="list-style-type: none"> <li>Paraphrase and analyze selected works written by Romantic writers.</li> <li>Characterize romanticism.</li> <li>Characterize the Byronic hero/character.</li> <li>Characterize Gothic literature and make connections between the Gothic novel and Romanticism.</li> <li>Explain how authors used specific structures to develop their novel.</li> </ol> <p><b>Strategic Thinking (Level 3)</b></p> <ol style="list-style-type: none"> <li>Provide narrations missing from parts of the novel, e.g., diary entries that are referenced, but not revealed; letters that are referenced, but not revealed; opinions that are referenced, but not revealed.</li> </ol> <p><b>Extended Thinking (Level 4)</b></p> <ol style="list-style-type: none"> <li>Discuss a selection of poems and respond to the writers' use of poetic devices and imagery.</li> <li>Listen to professional recordings of selected works and respond to the speakers' oral interpretations.</li> <li>Present oral interpretations of selected works and explain steps of the preparation.</li> <li>View selected paintings and analyze them in terms of characteristics of the Romantic movement.</li> <li>Analyze the connections of prose works and excerpts to the Romantic Age and spirit of the writers of fiction.</li> <li>Produce shared writing projects through Google Docs.</li> <li>Analyze how writers build themes throughout their works.</li> </ol>

		<p>NJSLS.L.12.6 <b>Interdisciplinary:</b></p> <p><b>Technology:</b> NJSLS.8.1.12. F1</p> <p><b>Career ready</b> CRP2 CRP8 CRP12</p>		<p>16. Initiate and participate in collaborative discussions (one-on-one, small groups, large groups, and teacher-led) with diverse partners on topics, texts, and issues building on others’ ideas and expressing their own.</p> <p>17. Make inferences about character changes and development.</p> <p>18. Analyze paired passages and poems and answer specific questions.</p> <p>19. Analyze themes that run through various pieces of romantic literature.</p> <p>20. Hypothesize associations between historical and contemporary viewpoints.</p> <p>21. Make observations about how history affects writers and how writers effect changes in society.</p> <p>22. Cite evidence of how imagination broadens and enriches real life.</p> <p>23. Discern the effect of interpreting literature from various critical perspectives.</p>
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<p><b>Unit 4: Senior Research Paper</b></p>	<p>6-8 weeks</p> <p>Jan – March</p>	<p><b>Power/Anchor Standards:</b> <i>NJSLS.SA.R1 NJSLS.SA.W.7 -</i></p> <p><b>Supportive (Secondary):</b> NJSLS.RL.12.1 NJSLS.RL.12.4 NJSLS.RL.12.7 NJSLS.W.12.1.B NJSLS.W.12.1.C NJSLS.W.12.1.D NJSLS.W.12.1.E</p>	<p>1. SWBAT write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content (4 weeks).</p>	<p><b>Recall (Level 1)</b> Choose a <b>topic/trending issue</b> that matters to you. This may be an issue that affects/interests you personally or relates to your intended major/career Choose a citation style (MLA or APA) appropriate to the topic chosen</p> <p><b>Skills/ Concepts (Level 2)</b> Use approved research databases and credible internet websites to locate required sources</p>

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		NJSLS.W.12.2.B NJSLS.W.12.2.C NJSLS.W.12.2.D NJSLS.W.12.2.E NJSLS.W.12.2.F NJSLS.W.12.6 NJSLS.W.12.8 NJSLS.L.12.5 NJSLS.L.12.6 <b>Interdisciplinary:</b> <b>Technology</b> NJSLS.8.1.12.F1 <b>Career ready</b> CRP2 CRP7 CRP8	2. SWBAT gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism and adhering to MLA or APA format (2 weeks)	Take notes from those sources and complete the required graphic organizer Gather and cite your research in a Works Cited (MLA) or References page (APA)  <b>Strategic Thinking (Level 3)</b> Use synthesized information to write a working thesis to guide your paper Construct a research paper summarizing the issue, reviewing your sources, connecting the topic/issue to a piece of literature/media, and discussing future implications

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<b>Unit 5 : <i>Man’s Inhumanity Against Man</i></b>	4-6 weeks  March - April	<b><u>Power [Anchor] Standards:</u></b> NJSLS.RL.12.1 NJSLS.RL.12.3 NJSLS.SA.SL4 NJSLS.RL.12.5 NJSLS.RL.12.6  <b><u>Supportive (Secondary):</u></b>  NJSLS.SL.12.1a	1. Through close reading, students will be able to cite evidence from a variety of nonfiction, fiction, and media sources in order to investigate the role of dystopia as predicted in the past and as evident in the present. (4-7 weeks)	<b>Recall (Level 1)</b> 1. Define and review selected literary terms. 2. Recognize characteristics of dystopian literature in a variety of texts. 3. Recognize the use of satire and be able to discuss its use and purpose. 4. Discuss how the authors’ backgrounds contribute to the text and the reader’s better understanding of the text. 5. Identify use of literary elements.

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
		NJSLS.SL.12.1b NJSLS.SL.12.1c NJSLS.W.12.1 NJSLS.W.12.1.b NJSLS.W.12.1.c NJSLS.W.12.1.d  <u><b>Interdisciplinary:</b></u>  <b>Technology:</b> NJSLS.TECH. 8.1.12.F.1  <b>Career Ready Practices:</b> CRP4 CRP5 CRP12	2. Students will be able to develop a logical argument in a range of collaborative discussions related to LG 1, building on others' ideas and expressing their own clearly and persuasively through verbal and/or creative expression. <b>(1-2 weeks)</b>	<b>Skill/ Concept (Level 2)</b> 6. Paraphrase text properly. 7. Participate in class discussions or Socratic circles. 8. Use textual support for responses and opinions. 9. Read to make inferences about the authors' intentions. 10. Identify use of literary elements. 11. Respond to both objective and subjective questions about the texts. 12. Develop questions for the texts. <b>Strategic Thinking (Level 3)</b> 13. Make historical connections to the text. 14. Lead discussions about a variety of topics. <b>Extended Thinking (Level 4)</b> 15. Create one of a variety of choice-menu options to display understanding of dystopia. 16. Synthesize information within one text or source. 17. Synthesize information across multiple texts or sources.

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
<b>Unit 6: <i>Dystopia, Then and Now</i></b>	4-6 weeks  May - June	<u><b>Power [Anchor] Standards:</b></u> NJSLS.RL.12.1	1. Through close reading, students will be able to cite evidence from a	<b>Recall (Level 1)</b> <ul style="list-style-type: none"> <li>Define and review selected literary terms.</li> </ul>

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
		NJSLS.RL.12.3 NJSLS.SA.SL4 NJSLS.RL.12.5 NJSLS.RL.12.6 <b>Supportive (Secondary):</b> NJSLS.SL.12.1a NJSLS.SL.12.1b NJSLS.SL.12.1c NJSLS.W.12.1 NJSLS.W.12.1.b NJSLS.W.12.1.c NJSLS.W.12.1.d <b>Interdisciplinary:</b> <b>Technology:</b> NJSLS.TECH. 8.1.12.F.1  <b>Career Ready Practices:</b> CRP4 CRP5 CRP12	variety of nonfiction, fiction, and media sources in order to investigate the role of dystopia as predicted in the past and as evident in the present. <b>(3 weeks)</b>  2. Students will be able to develop a logical argument in a range of collaborative discussions related to LG 1, building on others' ideas and expressing their own clearly and persuasively through verbal and/or creative expression.	<ul style="list-style-type: none"> <li>• Recognize characteristics of dystopian literature in a variety of texts.</li> <li>• Recognize the use of satire and be able to discuss its use and purpose.</li> <li>• Discuss how the authors' backgrounds contribute to the text and the reader's better understanding of the text.</li> <li>• Identify use of literary elements.</li> </ul> <b>Skill/ Concept (Level 2)</b> <ul style="list-style-type: none"> <li>• Paraphrase text properly.</li> <li>• Participate in class discussions or Socratic circles.</li> <li>• Use textual support for responses and opinions.</li> <li>• Read to make inferences about the authors' intentions.</li> <li>• Identify use of literary elements.</li> <li>• Respond to both objective and subjective questions about the texts.</li> <li>• Develop questions for the texts.</li> </ul> <b>Strategic Thinking (Level 3)</b> <ul style="list-style-type: none"> <li>• Make historical connections to the text.</li> <li>• Lead discussions about a variety of topics.</li> </ul> <b>Extended Thinking (Level 4)</b>

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
				<ul style="list-style-type: none"> <li>• Create one of a variety of choice-menu options to display understanding of dystopia.</li> <li>• Synthesize information within one text or source.</li> <li>• Synthesize information across multiple texts or sources.</li> </ul>

<b>Unit 1: College and Career Readiness</b>	<b>Recommended Duration: (Five-Six Weeks—September-October)</b>
<p><b>Unit Description:</b>          In this unit, students will be researching a career or job that they wish to pursue and examining it from various perspectives. They will use the approved databases available to them through the media center and investigate different government websites that offer additional information to them. Students will ultimately compile all of their information into a portfolio comprised of a resume, cover letter, college admissions essay, reference sheet, and short essay or brochure detailing the college and/ or career that has been researched. Students will create a PowerPoint or Prezi presentation to share the information gleaned with the class.</p>	

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ol style="list-style-type: none"> <li>1. What are cover letters, resumes, college admissions essays, and reference sheets and how are they relevant to my future job search and/or college application?</li> <li>2. How does one use internet sources to research colleges and careers?</li> <li>3. What makes a source credible and relevant to a project?</li> </ol>	<ol style="list-style-type: none"> <li>1. Resumes, cover letters, college admissions essays, and reference sheets serve different purposes and provide different information to employers or admissions offices. Knowing the varied purposes is vital in using the documents to their own advantage for admissions or job applications in their own life.</li> <li>2. Internet sources can be navigated and mined for information pertinent to the topic being researched by using prior knowledge and new information to create an understanding of the topic.</li> <li>3. Websites and articles from databases are credible if they have been peer-reviewed, are from a reputable news source, or are from an expert in a given field, and have been published within an acceptable time frame for the information being used. Information from the sources is relevant if it has direct bearing on the topic being researched.</li> </ol>

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards:</b>  <b>Power (Primary):</b>            NJSLS W.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.</p> <p>NJSLS SL.12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>Supportive (Secondary):</b></p> <p>NJSLS LA.11-12.L.11-12.1 - [Progress Indicator] - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LA.11-12.W.11-12.2 - [Progress Indicator] - 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>LA.11-12.W.11-12.8 - [Progress Indicator] - 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</p>	<ol style="list-style-type: none"> <li>1. Students will understand how to use technology to research thoroughly college, and/or job or career and be able to create a college/job application essay. <b>(2.5-3 weeks)</b></li> <li>2. Students will understand how to organize researched information into formal documents (resume, cover letter, etc.) and be able to exhibit that information in a way that is usable to them outside of the secondary school setting. <b>(2.5-3 weeks)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Define selected job and career-related vocabulary.</li> <li>2. Identify personal insight in reflective writing.</li> <li>3. Identify and summarize job/career data.</li> <li>4. Identify patterns of information concerning a job description.</li> <li>5. Identify and explain the following:</li> <li>6. The purpose of a cover letter</li> <li>7. The contents of the cover letter</li> <li>8. The formatting &amp; organization of the cover letter</li> <li>9. The expectations of the resume</li> <li>10. The importance of the design of resume</li> <li>11. The use of columns in a resume</li> <li>12. The proper format of the resume</li> <li>13. The content and the structure of the resume</li> <li>14. Summarize information from sources about careers.</li> <li>15. Gather, analyze, and organize job/career data across multiple information sources or texts.</li> <li>16. Evaluate relevancy, accuracy, and completeness of information from multiple Internet sources.</li> <li>17. Create a written response to a college application essay or in response to a job application with an open-ended prompt.</li> <li>18. Compose a cover letter.</li> </ol>

<p>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).</p> <p>NJSLS RI.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NJSLS SL.12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>NJSLS SL.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.</p> <p>NJSLS SL. 12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p> <p>NJSLS W. 12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>		
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<p>NJSLS W. 12.1.e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>NJSLS W.12.2.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.</p> <p>NJSLS W.12.2.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.</p> <p>NJSLS W. 12.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>NJSLS W.12.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>NJSLS W.12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>		
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Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
Questioning, class discussions, teacher conferencing, guided question worksheets, pictograms and other graphic organizers, charts, maps, exit slips, think-pair-share; note checks	Job/Career Research Paper/Portfolio Cover letter Resume Power Point/Prezi Brochure Poster Tri-fold of Steps in Researching a job/career List of references Mini quizzes	Power Point/Prezi Presentation	College/Job Application Essay Career Research Paper (?) Presentation (?)

Possible Assessment Modifications/Accommodations/Differentiation			
Special Education Students	ELLs (English Language Learners)	At-Risk Students	Gifted Students
<p><b>Accommodations</b></p> <ul style="list-style-type: none"> <li>• Additional Time</li> <li>• Varied test formats</li> <li>• Read directions aloud</li> <li>• Pace long-term projects</li> <li>• Chunk long-term assignments</li> <li>• Allow re-dos/retakes</li> <li>• Varied length of final paper</li> <li>• Flexible timetable for deadlines</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Shortened assessment</li> </ul>	<p><b>Accommodations</b></p> <ul style="list-style-type: none"> <li>• Single-step directions</li> <li>• Provide models</li> <li>• Repeat directions orally</li> <li>• Provide a bilingual dictionary</li> <li>• Extended time</li> <li>• Varied length of final paper</li> <li>• Flexible timetable for deadlines</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• Oral Testing</li> <li>• Allow short answers</li> </ul> <p><b>Differentiation</b></p>	<p><b>Accommodations</b></p> <ul style="list-style-type: none"> <li>• Additional time</li> <li>• Frequent rest breaks</li> <li>• Varied test formats</li> <li>• Provide study guides</li> <li>• Allow for re-dos/retakes</li> <li>• Pace and chunk long-term projects</li> <li>• Varied length of final paper</li> <li>• Flexible timetable for deadlines</li> </ul> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• Choice of writing topic</li> <li>• Multiple levels of text</li> </ul>	<p><b>Accommodations/Differentiation</b></p> <ul style="list-style-type: none"> <li>• Multiple texts</li> <li>• Tiered assignments</li> <li>• Independent study</li> <li>• Learning Menus</li> <li>• Varied length of final paper</li> </ul>

Possible Assessment Modifications/Accommodations/Differentiation			
<p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• Multiple texts</li> <li>• Choice with writing topics</li> <li>• Learning Menus</li> <li>• Tiered assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust reading level of materials</li> <li>• Choice of test format</li> <li>• Shortened assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Menus</li> </ul>	
Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i> )			
<ul style="list-style-type: none"> <li>• Learning goals and scales <ul style="list-style-type: none"> <li>○ Periodically revisit overarching essential questions associated with learning goals and scales</li> </ul> </li> <li>• Mastery of unit goals <ul style="list-style-type: none"> <li>○ PowerPoint lecture, jigsaw research, think-pair-share, inquiry-based discussions, also provide exemplars.</li> </ul> </li> <li>• Vocabulary, abstract concepts, interdisciplinary connections <ul style="list-style-type: none"> <li>○ Brick-and-mortar, words walls, Frayer model, investigatory vocabulary hunts, guided notes and study guides</li> </ul> </li> <li>• Information management and retaining skill. <ul style="list-style-type: none"> <li>○ Graphic organizers, guided notes, use of student voice, independent and small-group instruction.</li> </ul> </li> <li>• Lesson closures <ul style="list-style-type: none"> <li>○ Review content of current lesson and scaffold information to enhance upcoming lessons.</li> </ul> </li> </ul>			
Possible Instructional Modifications /Accommodations/Differentiation			
<p><b>Special Education Students</b></p> <p><b>Accommodations</b></p> <ul style="list-style-type: none"> <li>• Review sessions</li> <li>• Provision of notes/outlines</li> <li>• Preferential seating</li> <li>• Adjusted assignment timelines</li> <li>• Concrete examples</li> <li>• Varied graphic organizers</li> </ul>	<p><b>ELLs (English Language Learners)</b></p> <p><b>Accommodations</b></p> <ul style="list-style-type: none"> <li>• Visual charts/cues (ex: Word Wall)</li> <li>• Use real objects/manipulatives</li> <li>• Use graphic organizers</li> <li>• Provide supplementary materials (Native Language text, bilingual dictionary)</li> </ul>	<p><b>At-Risk Students</b></p> <p><b>Accommodations</b></p> <ul style="list-style-type: none"> <li>• Additional time</li> <li>• Frequent rest breaks</li> <li>• Varied test formats</li> <li>• Provide study guides</li> <li>• Allow for re-dos/retakes/re-writes</li> </ul>	<p><b>Gifted Students</b></p> <p><b>Accommodations/Differentiation</b></p> <ul style="list-style-type: none"> <li>• Multiple levels/rigor of texts</li> <li>• One-on-one conferences or peer conferencing</li> <li>• Tiered assignments</li> <li>• Literature Circles</li> <li>• Learning Contracts</li> <li>• Learning Stations</li> </ul>

<ul style="list-style-type: none"> <li>• Preview new content</li> <li>• Practice skills/strategies within mini-lessons</li> <li>• Activate prior knowledge</li> <li>• Provide bulleted notes/outline</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Read passages aloud (if working on reading comprehension)</li> <li>• Shorten assignments (if altering rigor/complexity)</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Flexible grouping</li> <li>• Multiple levels of texts</li> <li>• Tiered assignments</li> <li>• Learning Menus</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence frames</li> <li>• Preview new content</li> <li>• Practice skills/strategies within mini-lessons</li> <li>• Activate prior knowledge</li> <li>• Provide bulleted notes/outline</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Allow outlining</li> <li>• Shorten assignment (if altering rigor/complexity)</li> <li>• Adapt/simplify language on task</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Flexible grouping</li> <li>• Leveled reading (potential use of native language)</li> <li>• Tiered assignments</li> <li>• Learning Menus</li> </ul>	<ul style="list-style-type: none"> <li>• Pace and chunk long-term projects</li> <li>• Provide word banks</li> <li>• Open-note quizzes/tests</li> <li>• Choice of writing topic or reading material</li> <li>• Modified writing prompts</li> <li>• Preview new content</li> <li>• Practice skills/strategies within mini-lessons</li> <li>• Activate prior knowledge</li> <li>• Provide bulleted notes/outline</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Choice of writing topic</li> <li>• Multiple levels of text</li> <li>• Learning Menus</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Writer’s Notebook</li> <li>• Practice skills/strategies within mini-lessons</li> <li>• Activate prior knowledge</li> </ul>
<p><b>Unit Vocabulary</b></p>			
<p><b>Essential:</b> resume, cover letter, words that are job/career-specific</p> <p><b>Non-Essential:</b> domain specific to a particular job/career</p>			

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
<p>Mathematics Science</p> <p>Visual and Performing Arts</p> <p>Health/PE</p> <p>World Languages</p> <p>Social Studies</p> <p>Technology:</p> <p>21<sup>st</sup> Century Life and Careers YES</p> <p>Library</p>		<p>__ * __ Financial, Economic,</p>	<p>__ * __ Media Literacy</p> <p>__ * __ Critical Thinking and Problem Solving</p> <p>__ * __ Life and Career Skills</p> <p>__ * __ Information &amp; Communication</p> <p>Technologies Literacy</p> <p>__ * __ Communication &amp; Collaboration</p> <p>__ * __ Information Literacy</p>

**Resources:**

**Texts/Materials:**  
 Ferguson’s Career on Facts on File – Kingsway Media Center database

<b>Unit 2: Macbeth: The Psychology of Evil</b>	<b>Recommended Duration: (Five to Six Weeks—October-November)</b>
<p><b>Unit Description</b>  Students will read, analyze, discuss, interpret, paraphrase, summarize, perform, and imagine one of William Shakespeare’s greatest and most anthologized tragedies: <i>Macbeth</i>. Becoming physically, intellectually, and vocally engaged in this perennial favorite of the canon will help students build a personal connection to the language, the characters, and the plot of this drama. Students will engage in a variety of activities designed to enhance understanding of Shakespeare’s writing style and encourage appreciation of the timeless themes that make this play as relevant today as it was over four hundred years ago. Students will write both longer and shorter critical and analytical responses to assigned prompts. Students will also analyze the structure of the tragedy and the dramatic elements that Shakespeare used to craft the plotline. Along the way, students will read and analyze informational texts that speak to the play and show modern real-life connections to <i>Macbeth</i>.</p>	

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>1. Can one ever be too ambitious?</p> <p>2. What contributes to a person losing the respect and support of others who once had great faith in his or her potential to be a great leader?</p> <p>3. How can studying a classical work of literature prepare students for the challenges of real-life experiences in the 21<sup>st</sup> century?</p>	<p>1. While many people see ambition as a powerful motivating force and a desirable attribute, ambition taken to the extreme can interfere with one’s goals and have a negative impact on one’s relationships with family and friends. Recognizing overweening ambition and understanding its pitfalls can help young people set more realistic, ambitious goals and self-evaluate their attempts to achieve these goals.</p> <p>2. We live in a time when young people are more inclined to hear or read about a celebrity or a politician whose flaw(s) have led to his or her downfall. An examination of when and where a literary character begins his or her descent helps students understand better the complexities of character and circumstance that contribute to that downfall. This understanding may help students to be more understanding of and helpful to others whose flaws undermine their potential.</p> <p>3. Learning to recognize the sources of emotions and traits such as guilt, envy, love, and greed and studying how writers treat these abstracts in their works help students to understand how they may—in their own lives—cope with the many feelings and personality types they will encounter after high school. Many students have limited experiences outside of their family and school friends; studying and analyzing world views that are foreign to them or that run counter</p>

Essential Questions	Enduring Understandings
<p>4. Is there a difference between reading Shakespeare silently versus speaking his works aloud and what are the benefits of becoming an active reader of Shakespeare?</p>	<p>to their own beliefs help young people become more mature thinkers, speakers, and writers. Viewing “modern” interpretations place universal conflicts and emotions into real-life workplaces much like those of some of the students who have jobs.</p> <p>4. Very often students do not enjoy reading a Shakespearean play because they do not know how to read the script and do not understand the language. By reading the words aloud and engaging with the language through performance, students soon learn that reading a Shakespearean play need not be a daunting task. Performing Shakespeare also offers students different perspectives of the themes and many opportunities to respond to their new-found ideas and opinions. In turn, students gain more confidence in reading and attempting to understand other difficult texts that they will encounter throughout life.</p>

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards:</b>  <b>Power (Primary):</b>            RL.12.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>RL.12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by</p>	<ol style="list-style-type: none"> <li>1. Students will be able to analyze, discuss, <b>and</b> question works of Shakespeare in order to convey the intended meaning and to produce evidence of understanding.</li> <li>2. Students will be able to evaluate the psychological malady which motivates a character in Macbeth and be able to understand, predict, debate, and present his/her dynamic characterization, motivations, and actions verbally, in writing, or using a visual aid.</li> </ol>	<ol style="list-style-type: none"> <li>1. List and define dramatic terms.</li> <li>2. Identify and explain basic plotline of the play.</li> <li>3. Categorize characters and their relationships to one another.</li> <li>4. Define selected vocabulary that appear throughout the play and use context to determine definitions of other vocabulary.</li> <li>5. Block and stage selected scenes.</li> <li>6. List primary and secondary themes and list specific events and situations that Shakespeare used to develop these themes.</li> <li>7. Analyze character interactions and assess relationships.</li> <li>8. Enrich listening and speaking skills by listening to and analyzing various interpretations of selected scenes.</li> <li>9. Explain elements of tragedy and the tragic hero.</li> </ol>

Relevant Standards	Learning Goals	Learning Objectives
<p>Shakespeare and one play by an American dramatist.)</p> <p><b>Supportive (Secondary):</b></p> <p>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.</p> <p>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.</p> <p>RL.12.1 Draw inferences from the text, including determining where the text leaves matters uncertain.</p> <p>RL.12.2 Provide an objective summary of the text.</p> <p>RL.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).</p> <p>RL.12.4a Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is</p>		<ol style="list-style-type: none"> <li>10. Compare and contrast the epic, romance, and tragic heroes.</li> <li>11. Recognize various literary and poetic devices and explain their function throughout the play.</li> <li>12. Evaluate the internal motivations of characters.</li> <li>13. Draw conclusions about the role of fate and free will on the human condition.</li> <li>14. Paraphrase Shakespeare’s language.</li> <li>15. Compose summaries of selected scenes.</li> <li>16. Make inferences about characters’ asides and soliloquys.</li> <li>17. Evaluate character growth and motivations.</li> <li>18. Create a pantomime of a selected scene.</li> <li>19. Analyze Macbeth’s character growth and downfall in a well-organized essay and cite supporting evidence.</li> <li>20. Compare and contrast Macbeth to other tragic heroes.</li> <li>21. Relate specific dramatic elements to <i>Macbeth</i> and analyze Shakespeare’s use of these elements.</li> <li>22. Chart a series of cause-effect situations in the plotline of <i>Macbeth</i>.</li> <li>23. Identify patterns of “3’s” in literature studied so far.</li> <li>24. Analyze author’s craft to critique a text.</li> <li>25. Evaluate relevancy of studying classical literature in the modern world by synthesizing support from two or more presentations of <i>Macbeth</i> or by applying modern psychology studies to modern young adults.</li> <li>26. Create a PowerPoint that synthesizes information from several different texts.</li> </ol>

Relevant Standards	Learning Goals	Learning Objectives
<p>particularly fresh, engaging, or beautiful.</p> <p>W.12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.12.2 Write 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>W.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.12.9a Draw evidence from literary texts to support analysis, reflection, and research.</p> <p>W.12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>SL.12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence.</p> <p>L.12.1b Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>L.12.2a.b Demonstrate command of the conventions of standard English capitalization,</p>		

Relevant Standards	Learning Goals	Learning Objectives
punctuation, and spelling correctly when writing.		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
Socratic seminars Graphic Organizers Facebook Characterization Project Questioning Warm-ups and Exit Tickets Class Discussions Graphic Organizers Outlines Reporters' Questions Reviews of vocabulary Characters Dramatic elements	Scene and Act quizzes and tests Character Analysis Essay Case studies Motif assignments	Stage and Pantomime Selected Scenes Oral Recitation Presentation of a cut scene Block and stage/pantomime selected scenes Create a 60-second <i>Macbeth</i> summary Oral readings of text and paraphrases	Character Analysis Essay Unit Test Case studies Critical analysis essay PowerPoint presentation Creating a social experiment based on psychological studies

Possible Assessment Modifications/Accommodations			
Special Education Students	ELLs (English Language Learners)	At-Risk Students	Gifted Students
<u>Accommodations</u> <ul style="list-style-type: none"> <li>Additional Time</li> <li>Varied test formats</li> <li>Read directions aloud</li> </ul>	<u>Accommodations</u> <ul style="list-style-type: none"> <li>Single-step directions</li> <li>Provide models</li> <li>Repeat directions orally</li> </ul>	<u>Accommodations</u> <ul style="list-style-type: none"> <li>Additional time</li> <li>Frequent rest breaks</li> <li>Varied test formats</li> </ul>	<u>Accommodations/Differentiation</u> <ul style="list-style-type: none"> <li>Multiple texts</li> <li>Tiered assignments</li> <li>Independent study</li> </ul>

<ul style="list-style-type: none"> <li>• Pace long-term projects</li> <li>• Chunk long-term assignments</li> <li>• Allow re-dos/retakes</li> <li>• Provide word banks</li> <li>• Open-note quizzes/tests</li> <li>• Choice of writing topic or reading material</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Shortened assessment</li> </ul> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• Multiple texts</li> <li>• Choice with writing topics</li> <li>• Learning Menus</li> <li>• Tiered assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a bilingual dictionary</li> <li>• Extended time</li> <li>• Provide word banks</li> <li>• Open-note quizzes/tests</li> <li>• Choice of writing topic or reading material</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• Oral Testing</li> <li>• Allow short answers</li> </ul> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• Adjust reading level of materials</li> <li>• Choice of test format</li> <li>• Shortened assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Provide study guides</li> <li>• Allow for re-dos/retakes</li> <li>• Pace and chunk long-term projects</li> <li>• Provide word banks</li> <li>• Open-note quizzes/tests</li> <li>• Choice of writing topic or reading material</li> </ul> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• Choice of writing topic</li> <li>• Multiple levels of text</li> <li>• Learning Menus</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Menus</li> </ul>
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<p><b>Instructional Strategies (refer to Robert Marzano's 41 Elements)</b></p>
<ul style="list-style-type: none"> <li>• Learning goals and scales <ul style="list-style-type: none"> <li>○ Periodically revisit overarching essential questions associated with learning goals and scales</li> </ul> </li> <li>• Mastery of unit goals <ul style="list-style-type: none"> <li>○ PowerPoint lecture, jigsaw research, think-pair-share, inquiry-based discussions, also provide exemplars.</li> </ul> </li> <li>• Vocabulary, abstract concepts, interdisciplinary connections <ul style="list-style-type: none"> <li>○ Brick-and-mortar, words walls, Frayer model, investigatory vocabulary hunts, guided notes and study guides</li> </ul> </li> <li>• Information management and retaining skill. <ul style="list-style-type: none"> <li>○ Graphic organizers, guided notes, use of student voice, independent and small-group instruction.</li> </ul> </li> <li>• Lesson closures <ul style="list-style-type: none"> <li>○ Review content of current lesson and scaffold information towards upcoming lessons.</li> </ul> </li> </ul>

<p><b>Possible Instructional Modifications /Accommodations/Differentiation</b></p>			
<p><b>Special Education Students</b></p> <p><b>Accommodations</b></p>	<p><b>ELLs (English Language Learners)</b></p> <p><b>Accommodations</b></p>	<p><b>At-Risk Students</b></p> <p><b>Accommodations</b></p>	<p><b>Gifted Students</b></p> <p><b>Accommodations/Differentiation</b></p>

<b>Possible Instructional Modifications /Accommodations/Differentiation</b>			
<ul style="list-style-type: none"> <li>• Review sessions</li> <li>• Provision of notes/outlines</li> <li>• Preferential seating</li> <li>• Adjusted assignment timelines</li> <li>• Concrete examples</li> <li>• Varied graphic organizers</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• Read passages aloud (if working on reading comprehension)</li> <li>• Shorten assignments (if altering rigor/complexity)</li> </ul> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Flexible grouping</li> <li>• Multiple levels of texts</li> <li>• Tiered assignments</li> <li>• Learning Menus</li> <li>• Student-teacher conferences</li> <li>• Provide models</li> </ul>	<ul style="list-style-type: none"> <li>• Visual charts/cues (ex: Word Wall)</li> <li>• Use real objects/manipulatives</li> <li>• Use graphic organizers</li> <li>• Provide supplementary materials (Native Language text, bilingual dictionary)</li> <li>• Sentence frames</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• Allow outlining</li> <li>• Shorten assignment (if altering rigor/complexity)</li> <li>• Adapt/simplify language on task</li> </ul> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Flexible grouping</li> <li>• Leveled reading (potential use of native language)</li> <li>• Tiered assignments</li> <li>• Learning Menus</li> <li>• Student-teacher conferences</li> <li>• Provide models</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time</li> <li>• Frequent rest breaks</li> <li>• Varied test formats</li> <li>• Provide study guides</li> <li>• Allow for re-dos/retakes/re-writes</li> <li>• Pace and chunk long-term projects</li> <li>• Provide word banks</li> <li>• Open-note quizzes/tests</li> <li>• Choice of writing topic or reading material</li> <li>• Modified writing prompts</li> </ul> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• Choice of writing topic</li> <li>• Multiple levels of text</li> <li>• Learning Menus</li> <li>• Student-teacher conferences</li> <li>• Provide models</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple levels/rigor of texts</li> <li>• One-on-one conferences or peer conferencing</li> <li>• Tiered assignments</li> <li>• Literature Circles</li> <li>• Learning Contracts</li> <li>• Learning Stations</li> <li>• Flexible grouping</li> <li>• Writer’s Notebook</li> <li>• Learning Contracts</li> <li>• Learning Stations</li> <li>• Literature Circles</li> </ul>

**Unit Vocabulary**

**Essential:** tragedy, tragic hero, aside, soliloquy, blank verse, couplet, exposition, rising action, exciting force, climax, turning point, allusion, falling action, catastrophe, motif, character foil, tragic flaw, imagery, psychology, duality, self-fulfilling, prophecy, id, ego, superego, psychosomatic, insomnia, monomania, somnambulism, motif, dramatic irony, situational irony, verbal irony

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
<p>Visual and Performing Arts – Acting out/pantomiming/reading paraphrases of scenes.</p> <p>21<sup>st</sup>-century Life – Universality of psychology studies</p> <p>Geography</p> <p>Music</p>	<p>Technology</p> <p>Turnitin.com</p> <p>PowerPoints</p> <p>Research of approved databases</p> <p>NYTimes.com/learning</p>	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, &amp; Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity &amp; Innovation</p> <p><input checked="" type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Life and Career Skills</p> <p><input type="checkbox"/> Information &amp; Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication &amp; Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

### Resources

#### Texts/Materials:

*Glencoe Literature*

Folger Shakespeare Library – manuscripts, handouts, objectives and tactics, how to stage a scene, glossary

Movie Clips: Roman Polanski’s Orson Welles’, Alan Cummings’ productions of *Macbeth*

#### Nonfiction

“The Method of Interpreting Dreams” from *The Interpretation of Dreams* – by Sigmund Freud

([www.bibliomania.com/Nonfiction/Freud/Dreams/](http://www.bibliomania.com/Nonfiction/Freud/Dreams/))

Teaching *Macbeth with the NY Times*

**Unit 3: Understanding Connections Between the Many Voices of Romanticism**

**Recommended Duration: (One to Three Weeks—November-December)**

**Unit Description**

Students will read many works by a variety of writers, all of whom embody many different aspects and perspectives of the Romantic spirit that dominated British literature for almost forty years. Students will have the opportunity to study a variety of genres that reveal the writers’ diverse interests and concerns: a love of nature, empathy for the plight of the poor, the disenfranchised, and the disadvantaged; an interest in the exotic; a preference for ordinary language; and a desire to revive the poetic traditions of the sonnet and the ode. Students will read examples of fiction and nonfiction written by men and women who explored the imaginative, self-reflective side of the human mind. Students will understand the political context for the Romantic Movement. They will also make connections between the gothic novel, the Byronic hero, and the Romantic spirit. Finally, students will learn about the powerful personalities of the Romantics and how their rebellious, compassionate, freedom-loving voices influenced the speeches and laws that gave hope to the men and women not born into a privileged class of society.

**Essential Questions**

**Enduring Understandings**

1. What can people learn from nature?
2. Is emotion stronger than reason?
3. When is the ordinary extraordinary?

1. As young people consciously and unconsciously interact with the natural world; they are reminded of the threat that the human race is to the environment. The works of the Romantic writers encourage readers to think about nature as something that can provide comfort: it helps students draw conclusions about the general lessons nature seems to offer to humanity. In turn, students may become even more protective of the natural world.
2. By inviting students to think about the main purpose of poetry, nonfiction essays and speeches, and fiction in today’s world, they may come to realize with fresher, more mature perspectives that literature does much to inform, persuade, and entertain us; and by comparing their interests to those of the Romantic writers, they see how they too can most effectively use language to convey their own thoughts and emotions
3. Students live in a society that is in some ways typical of that of the Romantic writers: there is a desire to celebrate the charm of everyday objects and experiences and the glory of the average person. Our society also believes that even the most unnoticed person deserves respect. Reading about ordinary people saying, doing, and thinking extraordinary words, deeds, and thoughts may encourage students to share their personal anecdotes regarding treasured objects and simple pleasures. As a result of gaining confidence and writing skills

Essential Questions	Enduring Understandings
	from sharing their stories, students may find that they are ready to share their ideas and opinions about other topics in their ever-expanding adult world.

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards:</b>  <b>Power (Primary):</b>            RL.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>W.12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Secondary (Supportive):</b>            RL.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).</p> <p>RL.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.</p>	<ol style="list-style-type: none"> <li>Students will understand how to use textual evidence to develop an analysis and be able to articulate their ideas into richly structured written and oral conversations.</li> <li>Students will understand how to use a variety of narrative techniques to develop their writing skills and be able to produce narrations that are detailed and well structured.</li> </ol> <p><b>** If forced to condense into mini-unit, focus on the following goal:</b></p> <ol style="list-style-type: none"> <li>Students will <u>understand</u> how and why to use the SMELL (identify Sender/receiver relationship, message, evidence, logic, language) or method of literary analysis and <u>be able to model</u> this understanding using the poetry within this unit.</li> </ol>	<ol style="list-style-type: none"> <li>Read, paraphrase, and analyze selected works written by Romantic writers.</li> <li>Characterize romanticism.</li> <li>Characterize the Byronic hero.</li> <li>Identify historical background of American and French Revolutions and causes for them.</li> <li>Maintain a dialectical journal.</li> <li>Label parts of selected works that demonstrate the revolutionary spirit.</li> <li>Study the denotation and connotation of specific words in the selected works.</li> <li>Characterize Gothic literature and make connections between the Gothic novel and Romanticism.</li> <li>Explain how Shelley used the frame story to structure her novel.</li> <li>Provide narrations missing from parts of the novel, e.g., diary entries that are referenced, but not revealed; letters that are referenced, but not revealed; opinions that are referenced, but not revealed.</li> <li>View and write comparison/contrast responses to selected movie clips.</li> <li>Create diagrams to record examples of visual, aural, olfactory, tactile, gustatory, and kinesthetic examples to selected poems and respond to the writers' use of these images.</li> </ol>

Relevant Standards	Learning Goals	Learning Objectives
<p>RL.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.</p> <p>RL.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.</p> <p>RL. 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).</p> <p>RL.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.</p> <p>RI.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text</p>		<ol style="list-style-type: none"> <li>13. Listen to professional recordings of selected works and respond to the speakers' oral interpretations.</li> <li>14. Present oral interpretations of selected works and explain steps of the preparation.</li> <li>15. View selected paintings and analyze them in terms of characteristics of the Romantic movement.</li> <li>16. Read selected prose works and excerpts and analyze their connections to the Romantic Age and spirit of the writers of fiction.</li> <li>17. Compose a brief original poem that demonstrates characteristic of Romanticism and/or Gothic literature.</li> <li>18. Research the development of electricity and illustrate its relationship to <i>Frankenstein</i>.</li> <li>19. Write an original Gothic ghost short story.</li> <li>20. Research a variety of sources for biographical information about the writers.</li> <li>21. Develop arguments that reveal connections between the writers' lives and the content of their works.</li> <li>22. View videos of modern technology being used to create human body parts and respond as Frankenstein might have responded.</li> <li>23. Create a graphic organizer to prediction the cause and effect of Frankenstein's creating a mate for the creature.</li> <li>24. Produce shared writing projects through Google Docs.</li> <li>25. Analyze how writers build themes throughout their works.</li> <li>26. Initiate and participate in collaborative discussions (one-on-one, small groups, large groups, and teacher-led) with diverse partners on topics, texts,</li> </ol>

Relevant Standards	Learning Goals	Learning Objectives
<p>leaves matters uncertain.</p> <p>RI. 12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RI. 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.</p> <p>W.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>SL.12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-</p>		<p>and issues building on others' ideas and expressing their own.</p> <p>27. Create character maps.</p> <p>28. Make inferences about character changes and development.</p> <p>29. Create graphic organizer to record theme development.</p> <p>30. Compose a ballad about either Frankenstein or the creature.</p> <p>31. Create a movie poster that is based only on the facts of the novel. Write a brief comparison-contrast essay about your poster and one distributed by a movie studio.</p> <p>32. Read and analyze paired passages and poems. Answer specific questions.</p> <p>33. Write a chapter in which Frankenstein creates a female partner for the creature.</p> <p>34. Research plastic surgery. Create a chart or graph on the age and gender groups that are getting this kind of surgery and the types of surgery they are having done. Analyze the data.</p> <p>35. Research the kind of education girls received during this time period and use that information to respond to the nonfiction pieces written by Austen and Wollstonecraft.</p> <p>36. Create a graphic organizer for the different allusions in <i>Frankenstein</i> and analyze their significance and contribution to the plot, theme, mod, and character development.</p> <p>37. Compare and contrast Mary Shelley's original versions with Percy Bysshe Shelley's revisions.</p> <p>38. Research and make observations about biomedical ethical issues and genetic engineering.</p>

Relevant Standards	Learning Goals	Learning Objectives
<p>one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.12.1.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>SL. 12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>SL.12.1.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>SL.12.1.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.</p>		<p>39. Analyze themes that run through various pieces of romantic literature.</p> <p>40. Hypothesize associations between historical and contemporary viewpoints.</p> <p>41. Make observations about how history affects writers and how writers effect changes in society.</p> <p>42. Cite evidence of how imagination broadens and enriches real life.</p> <p>43. Discern the effect of interpreting literature from various critical perspectives.</p>

Relevant Standards	Learning Goals	Learning Objectives
<p>SL.12.5 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>L.12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.12.1.A Apply the understanding that usage is a matter of convention, can change over time, and, at times, contested.</p> <p>L.12.1.B Resolve issues of complex or contested usage, consulting references as needed.</p> <p>L.12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.12.2.A Observe hyphenation conventions.</p> <p>L.12.2.B Spell correctly.</p> <p>L.12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		

Relevant Standards	Learning Goals	Learning Objectives
L.12.5.A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
Freewrites Think-Pair-Share Socratic Seminars Readers' Theater Graphic Organizers Responses to movie clips Class Discussions Venn Diagrams Writing-Reflecting Quick Writes – responses to a variety of prompts and quotes World Wide Café Entrance and Exit Slips Peer Editing and Assessment Grammar Usage worksheets Vocabulary worksheets Annotated passages Group assignments Summaries and Reflections	Reading Quizzes Art Connection Analyses Film reviews Theme Outline/Graphic Organizer Original poem or gothic story Language worksheets Essay-like responses to various prompts Reading Worksheets	Readers' Theater Taped informal lectures	Open-book open-note tests Original poem or gothic story Researched topic essay

Possible Assessment Modifications/Accommodations			
<p style="text-align: center;"><b>Special Education Students</b></p> <p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Additional Time</li> <li>• Varied test formats</li> <li>• Read directions aloud</li> <li>• Pace long-term projects</li> <li>• Chunk long-term assignments</li> <li>• Allow re-dos/retakes</li> <li>• Choice of writing topic or reading material</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Shortened assessment</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Multiple texts</li> <li>• Choice with writing topics</li> <li>• Learning Menus</li> <li>• Tiered assignments</li> </ul>	<p style="text-align: center;"><b>ELLs (English Language Learners)</b></p> <p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Single-step directions</li> <li>• Provide models</li> <li>• Repeat directions orally</li> <li>• Provide a bilingual dictionary</li> <li>• Extended time</li> <li>• Provide word banks</li> <li>• Open-note quizzes/tests</li> <li>• Choice of writing topic or reading material</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Oral Testing</li> <li>• Allow short answers</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Adjust reading level of materials</li> <li>• Choice of test format</li> <li>• Shortened assignments</li> </ul>	<p style="text-align: center;"><b>At-Risk Students</b></p> <p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Additional time</li> <li>• Frequent rest breaks</li> <li>• Varied test formats</li> <li>• Provide study guides</li> <li>• Allow for re-dos/retakes</li> <li>• Pace and chunk long-term projects</li> <li>• Provide word banks</li> <li>• Open-note quizzes/tests</li> <li>• Choice of writing topic or reading material</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Choice of writing topic</li> <li>• Multiple levels of text</li> <li>• Learning Menus</li> </ul>	<p style="text-align: center;"><b>Gifted Students</b></p> <p><b><u>Accommodations/Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Multiple texts</li> <li>• Tiered assignments</li> <li>• Independent study</li> <li>• Learning Menus</li> </ul>

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i> )
<ul style="list-style-type: none"> <li>• Learning goals and scales <ul style="list-style-type: none"> <li>○ Periodically revisit overarching essential questions associated with learning goals and scales</li> </ul> </li> <li>• Mastery of unit goals <ul style="list-style-type: none"> <li>○ PowerPoint lecture, jigsaw research, think-pair-share, inquiry-based discussions, also provide exemplars.</li> </ul> </li> <li>• Vocabulary, abstract concepts, interdisciplinary connections <ul style="list-style-type: none"> <li>○ Brick-and-mortar, words walls, Frayer model, investigatory vocabulary hunts, guided notes and study guides</li> </ul> </li> <li>• Information management and retaining skill.</li> </ul>

**Instructional Strategies (refer to *Robert Marzano's 41 Elements*)**

- Graphic organizers, guided notes, use of student voice, independent and small-group instruction.
- Lesson closures
  - review content of current lesson and scaffold information towards upcoming lessons.

**Possible Instructional Modifications /Accommodations/Differentiation**

Special Education Students	ELLs (English Language Learners)	At-Risk Students	Gifted Students
<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>● Review sessions</li> <li>● Provision of notes/outlines</li> <li>● Preferential seating</li> <li>● Adjusted assignment timelines</li> <li>● Concrete examples</li> <li>● Varied graphic organizers</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>● Read passages aloud (if working on reading comprehension)</li> <li>● Shorten assignments (if altering rigor/complexity)</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>● Small Group Instruction</li> <li>● Flexible grouping</li> <li>● Multiple levels of texts</li> <li>● Tiered assignments</li> <li>● Learning Menus</li> <li>● Implement modeling</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>● Visual charts/cues (ex: Word Wall)</li> <li>● Use real objects/manipulatives</li> <li>● Use graphic organizers</li> <li>● Provide supplementary materials (Native Language text, bilingual dictionary)</li> <li>● Sentence frames</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>● Allow outlining</li> <li>● Shorten assignment (if altering rigor/complexity)</li> <li>● Adapt/simplify language on task</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>● Small Group Instruction</li> <li>● Flexible grouping</li> <li>● Leveled reading (potential use of native language)</li> <li>● Tiered assignments</li> <li>● Learning Menus</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>● Additional time</li> <li>● Frequent rest breaks</li> <li>● Varied test formats</li> <li>● Provide study guides</li> <li>● Allow for re-dos/retakes/re-writes</li> <li>● Pace and chunk long-term projects</li> <li>● Provide word banks</li> <li>● Open-note quizzes/tests</li> <li>● Choice of writing topic or reading material</li> <li>● Modified writing prompts</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>● Choice of writing topic</li> <li>● Multiple levels of text</li> <li>● Learning Menus</li> </ul>	<p><b><u>Accommodations/Differentiation</u></b></p> <ul style="list-style-type: none"> <li>● Multiple levels/rigor of texts</li> <li>● One-on-one conferences or peer conferencing</li> <li>● Tiered assignments</li> <li>● Literature Circles</li> <li>● Learning Contracts</li> <li>● Learning Stations</li> <li>● Flexible grouping</li> <li>● Writer's Notebook</li> </ul>

**Unit Vocabulary**

**Essential:** doppelganger, romanticism, gothic, dialect, galvanism, alchemy, allusion, lyric poetry, sonnet, ode, elegy, frame story, flashback, archetype, genetics, regeneration, cloning, epistolary novel, narrative, dramatic, stanza, quatrain, free verse, blank verse, imagery, metaphor, simile, personification, apostrophe, metonymy, irony, oxymoron, paradox, understatement, symbolism, alliteration, rhyme scheme, refrain, meter, foot, onomatopoeia, theme, tone, mood, paraphrase, annotation, figurative language, diction, octave, sestet, couplet, theme, rhythm, connotation, denotation, speaker, narrator

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
Science – medicine, surgeries, genetics  Visual and Performing Arts – Oral Interpretations  Social Studies – historical context and American and French Revolutions  Technology – use in bioengineering  Library – research in databases	Technology	___*___ Global Awareness  ___ ___ Civic Literacy  ___ ___ Financial, Economic, Business, & Entrepreneurial Literacy  ___ ___ Health Literacy	___*___ Creativity & Innovation  ___*___ Media Literacy  ___*___ Critical Thinking and Problem Solving  ___ ___ Life and Career Skills  ___ ___ Information & Communication Technologies Literacy  ___*___ Communication & Collaboration  ___*___ Information Literacy

**Resources:**

**Texts/Materials:**

Novel: *Frankenstein* by Mary Shelly

Selected poems: “To a Mouse” – Robert Burns

“The Chimney Sweep” – William Blake

“The Curse of Frankenstein” – *Saturday Night Live* transcript and YouTube clip

“Lines Composed a Few Miles Above Tintern Abbey” – William Wordsworth

**Resources:**

“Kubla Khan” – Samuel Taylor Coleridge  
Canto 3, Stanzas 15 and 113 and Canto 4, Stanza 137 from *Childe Harold’s Pilgrimage* – Lord Byron  
Act 3. II. 124-141 from *Manfred* – Lord Byron  
“Ozymandias” – Percy Bysshe Shelley  
“Ode on a Grecian Urn” – John Keats  
*Paradise Lost* – John Milton  
*The Rime of the Ancient Mariner* – Samuel Taylor Coleridge  
“Mutability” – P. B. Shelley  
“Ode to a Nightingale” – J. Keats

Other works produced during the Romantic Age: *Hadleigh Castle* – John Constable – painting

*The Bard* – John Martin – painting  
*Tintern Abbey* – Joseph Mallord William Turner – painting  
*The Parting of Hero and Leander* – J. M. W. Turner - painting  
*Abbey Under the Oak Tree* – Casper David Friedrich – painting  
*The Wanderer over the Sea of Clouds* – C. D. Friedrich – painting  
“I Have Visited Again” – Alexander Pushkin – poem  
*Lake of Wyndermere (1826)* – J. M. W. Turner – painting  
“The Lorelei” – Heinrich Heine – poem  
*Tintern Abbey (1800s)* – Frederick Waters – painting  
*Daybreak on the Goodwins* – Thomas Rose Miles  
“Siegfried Idyll” – Richard Wagner  
*The Lady of Shalott* – John William Waterhouse - painting

Informational Texts: “Speech in Favor of Reform” – Lord John Russell

“Speech Against Reform” – Sir Robert Peel  
“On the Passing of the Reform Bill” – Thomas Babington Macaulay  
“On Making an Agreeable Marriage” – Jane Austen  
from *A Vindication on the Rights of Women* – Mary Wollstonecraft  
from “A Defense of Poetry” – P. B. Shelley

Articles: “Frankenstein for the Twenty-First Century: An Exploration of Contemporary Issues” – Eileen A. Simmons  
Teaching *Frankenstein* from the Creature’s Perspective” – Paul A. Cantor and Michael Valdez Moses

**Unit 4: Senior Research Paper****Recommended Duration: (Six to Eight Weeks - January-March)****Unit Description**

Students will choose a classic work of literature (fiction or nonfiction) and research approved databases and print sources for information about one of the following: the time period in which the work was written, the time period in which the writer wrote the work, **or** the literary movement with which the work is associated. (Students may find that two of these approaches overlap, but they will research only one.) Using notes that they take from the print and non-print sources about whichever perspective they have chosen, students will write a tentative thesis that initiates some direction of analysis. Additional note-taking will involve finding examples from the primary source and supporting critiques and quotes from secondary sources that will be used to develop the thesis into a formal analysis. Students will then organize information into a formal outline and adjust quoted and paraphrased notes as they continue to develop their theses. The outline will provide another method for students to edit and revise information and check for complete development, cohesion, appropriateness, unity, and relevancy of examples, explanations, and elaborations. Finally, students will write a formal analytical essay.

Essential Questions	Enduring Understandings
<p>1. How do both fiction and nonfiction literary works reflect history?</p> <p>2. Why is it important to know about or understand the historical background of a work of fiction or nonfiction?</p>	<p>1. Writers of both fiction and nonfiction writing ultimately inform their works either with passing allusions to historical events and personalities or by including specific actions and personalities in the plotline. Sometimes one needs not go any further than a work of fiction or nonfiction to learn a history lesson.</p> <p>2. Knowing the historical basis of a literary work is important for a variety of reasons. First, knowledge about the historical timeframe of a work can help readers understand the nuances of a character or action or setting that may not otherwise be obvious or understood. Another reason for learning about the history of a work is that the writer may expect readers to have knowledge of the historical context and may not have provided the information that would help readers understand better various elements he or she used to convey his or her theme(s). The writer may also have had a particular view of events that may or may not be “historically” accurate. Again, researching and knowing the “historical” truth may help readers understand better the ironic or satirical tone. In addition, realizing that many works do, in fact, have a historical backdrop may encourage readers to investigate the historical basis of other works that they will read throughout their lives. Finally, readers who are not students of history or do not think they like it will learn about it through doing what they do like – reading a good book!</p>

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards:</b>  <b>Power (Primary):</b>            NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><b>Supportive (Secondary):</b>            NJSLS 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</p> <p>NJSLS 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).</p> <p>NJSLS RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g.,</p>	<p>1. Students will understand how to read, annotate, and paraphrase and/or summarize challenging texts and be able to use the information to explain their analyses of those challenging texts in formal writing.</p> <p>2. Students will be able to research various types of source information about one challenging text and be able to compile and write a formal research paper that explains various perspectives on that one challenging texts, reflecting strict adherence to the MLA format.</p>	<p>1. Research credible online sources for clarification about literary theme and thesis statements and provide examples.</p> <p>2. Practice writing thesis statements based upon works previously read and studied.</p> <p>3. Demonstrate command of the conventions of English grammar usage and mechanics in a variety of short writing assignments relating to the following:</p> <ul style="list-style-type: none"> <li>a. subject-verb agreement</li> <li>b. pronoun-antecedent agreement</li> <li>c. compound sentences</li> <li>d. complex sentences</li> <li>e. compound-complex sentences</li> <li>f. the historical present tense</li> <li>g. placement of modifiers</li> <li>h. commas, semicolons, italics, quotation marks</li> <li>i. words often confused</li> <li>j. run-on sentences</li> <li>k. sentences fragments</li> <li>l. varying sentence beginnings</li> </ul> <p>4. Apply rules to edit spelling, grammar usage, and punctuation conventions.</p> <p>5. Brainstorm ideas, concepts, or perspectives related to a topic or concept.</p> <p>6. Make basic inferences or logical predictions from data or texts.</p> <p>7. Distinguish relevant and irrelevant information and fact/opinion information.</p> <p>8. Generate conjectures or hypotheses based on research.</p> <p>9. Explain, generalize, or connect ideas using supporting evidence.</p> <p>10. Apply word choice, point of view, and style to</p>

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).

NJSLS 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.

NJSLS 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.

NJSLS 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.

Research to Build and Present Knowledge  
NJSLS 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)

NJSLS L.11-12.5. Demonstrate understanding of

impact reader's interpretation and understanding to rough draft.

11. Use reasoning, planning, and evidence to support inferences.

12. Explain how historical ideas relate to other content (literary work) ideas and content.

13. Analyze multiple sources of evidence relevant to a particular historical period.

14. Synthesize information across multiple sources or texts.

15. Articulate a new voice, alternate theme, or new knowledge or perspective to a literary work.

16. Compare and contrast historical perspectives.

17. Produce introductory, body, and concluding paragraphs that convey clear, well-developed ideas.

18. Use properly transitional words and phrases both within and between paragraphs.

19. Peer edit work at different points of research process.

20. Use properly parenthetical citations.

21. Revise final draft for meaning and/or progression of ideas.

<p>figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>NJSLS 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.</p>		
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Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
Entry and exit tickets Note checks Think-Pair-Share Teacher-student conferences Peer conferencing Peer editing Socratic seminars Grammar usage and mechanics checks Sticky-note checks Outline checks Think Time questioning Wait Time questioning Graphic organizers Practice worksheets Grammar Games Punctuation games Spelling games As I See It Appointment Clock Index Card Summaries	Formal research paper Literature quizzes Literature test Selected grammar, mechanics, and writing quizzes and tests	Formal presentation of research paper – PowerPoint or Prezi	Formal research paper Literature test

**Possible Assessment Modifications/Accommodations**

Special Education Students	ELLs (English Language Learners)	At-Risk Students	Gifted Students
<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Additional Time</li> <li>• Varied test formats</li> <li>• Read directions aloud</li> <li>• Pace long-term projects</li> <li>• Chunk long-term assignments</li> <li>• Allow re-dos/retakes/re-writes</li> <li>• Choice of writing topic or reading material</li> <li>• Modified writing prompts</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Shortened assessment</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Multiple texts</li> <li>• Choice with writing topics</li> <li>• Learning Menus</li> <li>• Tiered assignments</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Single-step directions</li> <li>• Provide models</li> <li>• Repeat directions orally</li> <li>• Provide a bilingual dictionary</li> <li>• Extended time</li> <li>• Provide word banks</li> <li>• Open-note quizzes/tests</li> <li>• Choice of writing topic or reading material</li> <li>• Modified writing prompts</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Oral Testing</li> <li>• Allow short answers</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Adjust reading level of materials</li> <li>• Choice of test format</li> <li>• Shortened assignments</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Additional time</li> <li>• Frequent rest breaks</li> <li>• Varied test formats</li> <li>• Provide study guides</li> <li>• Allow for re-dos/retakes/re-writes</li> <li>• Pace and chunk long-term projects</li> <li>• Provide word banks</li> <li>• Open-note quizzes/tests</li> <li>• Choice of writing topic or reading material</li> <li>• Modified writing prompts</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Choice of writing topic</li> <li>• Multiple levels of text</li> <li>• Learning Menus</li> </ul>	<p><b><u>Accommodations/Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Multiple texts</li> <li>• Tiered assignments</li> <li>• Independent study</li> <li>• Learning Menus</li> </ul>

**Instructional Strategies (refer to *Robert Marzano's 41 Elements*)**

<ul style="list-style-type: none"> <li>• Learning goals and scales               <ul style="list-style-type: none"> <li>○ Periodically revisit overarching essential questions associated with learning goals and scales</li> </ul> </li> <li>• Mastery of unit goals               <ul style="list-style-type: none"> <li>○ PowerPoint lecture, jigsaw research, think-pair-share, inquiry-based discussions, also provide exemplars.</li> </ul> </li> <li>• Vocabulary, abstract concepts, interdisciplinary connections               <ul style="list-style-type: none"> <li>○ Brick-and-mortar, words walls, Frayer model, investigatory vocabulary hunts, guided notes and study guides</li> </ul> </li> <li>• Information management and retaining skill.               <ul style="list-style-type: none"> <li>○ Graphic organizers, guided notes, use of student voice, independent and small-group instruction.</li> </ul> </li> <li>• Lesson closures</li> </ul>
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- review content of current lesson and scaffold information towards upcoming lessons.

<b>Possible Instructional Modifications /Accommodations/Differentiation</b>			
<b>Special Education Students</b>	<b>ELLs (English Language Learners)</b>	<b>At-Risk Students</b>	<b>Gifted Students</b>
<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Review sessions</li> <li>• Provision of notes/outlines</li> <li>• Preferential seating</li> <li>• Adjusted assignment timelines</li> <li>• Concrete examples</li> <li>• Varied graphic organizers</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Read passages aloud (if working on reading comprehension)</li> <li>• Shorten assignments (if altering rigor/complexity)</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Flexible grouping</li> <li>• Multiple levels of texts</li> <li>• Tiered assignments</li> <li>• Learning Menus</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Visual charts/cues (ex: Word Wall)</li> <li>• Use real objects/manipulatives</li> <li>• Use graphic organizers</li> <li>• Provide supplementary materials (Native Language text, bilingual dictionary)</li> <li>• Sentence frames</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Allow outlining</li> <li>• Shorten assignment (if altering rigor/complexity)</li> <li>• Adapt/simplify language on task</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Flexible grouping</li> <li>• Leveled reading (potential use of native language)</li> <li>• Tiered assignments</li> <li>• Learning Menus</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Additional time</li> <li>• Frequent rest breaks</li> <li>• Varied test formats</li> <li>• Provide study guides</li> <li>• Allow for re-dos/retakes/re-writes</li> <li>• Pace and chunk long-term projects</li> <li>• Provide word banks</li> <li>• Open-note quizzes/tests</li> <li>• Choice of writing topic or reading material</li> <li>• Modified writing prompts</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Choice of writing topic</li> <li>• Multiple levels of text</li> <li>• Learning Menus</li> </ul>	<p><b><u>Accommodations/Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Multiple levels/rigor of texts</li> <li>• One-on-one conferences or peer conferencing</li> <li>• Tiered assignments</li> <li>• Literature Circles</li> <li>• Learning Contracts</li> <li>• Learning Stations</li> <li>• Flexible grouping</li> <li>• Writer’s Notebook</li> </ul>

<b>Unit Vocabulary</b>
<b>Essential:</b> parenthetical citations, diction, historical timeframe, denotation, connotation, tone, mood, irony, satire
<b>Non-Essential:</b> vocabulary will vary according to selected literary works

<b>Interdisciplinary Connections (Applicable Standards)</b>	<b>Integration of Technology</b>	<b>21<sup>st</sup> Century Themes: P21 Framework Toolkit</b>	<b>21<sup>st</sup> Century Skills: P21 Framework Toolkit</b>
Mathematics Science Visual and Performing Arts Health/PE World Languages Social Studies * Technology 21 <sup>st</sup> Century Life and Careers Library	Technology PowerPoints Prezi	__*__ Global Awareness ____ Civic Literacy ____ Financial, Economic, Business, & Entrepreneurial Literacy ____ Health Literacy	__*__ Creativity & Innovation __*__ Media Literacy __*__ Critical Thinking and Problem Solving ____ Life and Career Skills ____ Information & Communication Technologies Literacy __*__ Communication & Collaboration __*__ Information Literacy

**Resources:**

**Texts/Materials:**

<http://learning.blogs.nytimes.com/category/language-arts/>

**Selected novels, memoirs, biographies, autobiographies, including but not limited to the following:**

*Les Miserables*

*Great Expectations*

*Angela's Ashes*

*Murder on the Orient Express*

*Heart of Darkness*

*Things Fall Apart*

*The Kite Runner*

*Jane Eyre*

*Wuthering Heights,*

*Pride and Prejudice*

*Brave New World*

*Rebecca*

*One Day in the Life of Ivan Denisovich*

*Wide Sargasso Sea*

*The Picture of Dorian Gray*

*Anthem*

<b>Unit 5: <i>Man’s Inhumanity to Man</i></b>	<b>Recommended Duration: (Four to Six Weeks - March-April)</b>
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**Unit Description**  
 Students will study a novel that has multiple themes, all of which relate both to them as adolescents and to the times in which they live. Students will analyze the development of these themes concerning the threat we humans are to one another and the myriad literary devices that the author uses to develop these themes, all the while making inferences, predicting, and drawing conclusions about the text. Students will continue to apply interpretive close-reading strategies. Students will also identify and analyze social, historical, and cultural inferences, biases, and contexts evident throughout the plotline. Finally, students will use the analysis of this novel to examine issues that contrast the microcosm of the island with the macrocosm of WWII, which mirrors their own microcosm of high school and the macrocosm of the “real world.”

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ol style="list-style-type: none"> <li>1. What is necessary for a group to be an orderly society?</li>   <li>2. How does a person’s psychology change from when he is alone to being part of a group?</li>   <li>3. Are humans inherently good or evil or does society create good or evil humans?</li> </ol>	<ol style="list-style-type: none"> <li>1. As young people reach the age when many of them will be leaving their homes to go to college, enter an armed force, or enter the job market, they will be making more decisions that require mature willingness to work with others who may be very different from them. Reading about how an orderly society is maintained and analyzing what contributes to its breakdown offers students opportunities to access their own ideas about how they can contribute to their own society to maintain its order and safety.</li>   <li>2. Students are often in situations where they are away from the influence of their family. Being with their friends or people whom they do not know sometimes offers opportunities for young people to forget how to behave compassionately and fairly. Analyzing and sharing opinions about different behaviors young people exhibit when they think “no one is looking” is another way for students to examine their own values.</li>   <li>3. With careful character analysis students will have the opportunity to explore the question about good and evil behavior. Assessing the behavior of the characters and reading nonfictional essays that speak to this issue allow students a safe environment in which to study human behavior and share ideas about behavior that may be defined as either good or evil.</li> </ol>

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards: Primary(Power):</b>            RL.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.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).</p> <p><b>Secondary(Supportive):</b>            W.12.2a 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>RL.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.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;</p>	<ol style="list-style-type: none"> <li>1. Students will understand how to cite specific textual evidence and be able to use the textual evidence to analyze what a writer both explicitly states and implies.</li> <li>2. Students will be able to create a portfolio of a variety of study matrices that use a variety of formatting styles.</li> </ol>	<ol style="list-style-type: none"> <li>1. Review definitions of literary terms.</li> <li>2. Report on background information of author and setting.</li> <li>3. Identify and label “who,” “what,” “where,” “when,” and “why” introductory information to the novel.</li> <li>4. Make inferences about character and setting of microcosm.</li> <li>5. Summarize key events.</li> <li>6. Identify and critique figurative language.</li> <li>7. Compare and contrast cinematic productions of plot.</li> <li>8. Predict actions and character responses and use context clues to support responses.</li> <li>9. Use context clues to identify the meanings of unfamiliar words.</li> <li>10. Make connections between behavior in plot and real-life behavior.</li> <li>11. Explain the cause and effect of characters’ behaviors and analyze the author’s technique in setting up the causes and effects.</li> <li>12. Construct a study matrix and continually revise it with appropriate formatting, graphics, color-coding, explanations, categories, etc.</li> <li>13. Analyze and evaluate the connections or relationships between and among ideas, concepts, characters, figurative language, etc.</li> <li>14. Cite evidence to support interpretations in both class discussions and on written guided-reading questions.</li> <li>15. Identify and analyze social, historical, and cultural allusions, influences, and biases evident in the text.</li> </ol>

Relevant Standards	Learning Goals	Learning Objectives
<p>provide an objective summary of the text.</p> <p>RL.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.</p> <p>RL.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.</p> <p>RL.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).</p> <p>RL.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.</p> <p>RI.12.7 - Integrate and evaluate multiple sources of information presented in different</p>		<ol style="list-style-type: none"> <li>16. Identify and assess personal and reactions and biases in the study of this novel.</li> <li>17. Interpret figurative language critique its use.</li> <li>18. Connect character behavior to real-life situations.</li> <li>19. Draw conclusions about thematic connections to other works studied to date.</li> <li>20. Assess the importance of cultural and historical impact on literary narratives.</li> <li>21. Modify and revise matrices as needed.</li> <li>22. Critique primary and secondary symbols and their contribution to plot, theme, and character development.</li> <li>23. Assess Prezi presentations for accuracy and thoroughness.</li> <li>24. Research a modern dictator’s rise to power and cite evidence form a variety of print and non-print sources.</li> <li><b>25.</b> Develop a logical argument that compares a character’s rise to power with a contemporary dictator’s rise to power.</li> <li><b>26.</b> Research and report on the history of the Nobel Prize, its winners for literature, and notable acceptance speeches.</li> <li><b>27.</b> Compose/analyze a Nobel Peace Prize speech.</li> <li><b>28.</b> Write a compare/contrast summary between the boys in novel and modern gang members.</li> <li>29. Select an approved article and summarize content. Share information in small/large group setting.</li> <li>30. Read Stephen King’s “Foreword” to <i>Lord of the Flies</i> and use it as a model to write an original forward for another novel of your choice.</li> <li>31. Read and summarize book reviews.</li> </ol>

Relevant Standards	Learning Goals	Learning Objectives
<p>media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>W.12.1c - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W. 12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p> <p>SL.12.1a - 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>SL.11-12.1b Work with peers to promote civil,</p>		

Relevant Standards	Learning Goals	Learning Objectives
<p>democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>SL.11-12.1c 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>SL.11-12.1d 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.</p>		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p>Anticipatory guides Chapter journals Say-Mean-Matter worksheets Compare and contrast charts Graphic organizers Survival guide Symbol charts Collaborative Annotation Chart Response Sheet Teacher-Student conferences Think-Pair-Share Socratic seminars</p>	<p>Essay prompts Character Analyses Analytical Essay Comparison Essay (Jack's rise to power compared to a modern dictator's rise to power) Unit Test Nobel Prize Report(<i>NY Times</i>)</p>	<p>Oral presentation of PowerPoint or Prezi about research Nobel Peace Prize Speech</p>	<p>Essay Unit test</p>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
Found poems Chapter illustrations			

Possible Assessment Modifications /Accommodations			
Special Education Students	ELLs (English Language Learners)	At-Risk Students	Gifted Students
<p><b>Accommodations</b></p> <ul style="list-style-type: none"> <li>• Additional Time</li> <li>• Varied test formats</li> <li>• Read directions aloud</li> <li>• Pace long-term projects</li> <li>• Chunk long-term assignments</li> <li>• Allow re-dos/retakes</li> <li>• Choice of writing topic or reading material</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Shortened assessment</li> </ul> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• Multiple texts</li> <li>• Choice with writing topics</li> <li>• Learning Menus</li> <li>• Tiered assignments</li> </ul>	<p><b>Accommodations</b></p> <ul style="list-style-type: none"> <li>• Single-step directions</li> <li>• Provide models</li> <li>• Repeat directions orally</li> <li>• Provide a bilingual dictionary</li> <li>• Extended time</li> <li>• Provide word banks</li> <li>• Open-note quizzes/tests</li> <li>• Choice of writing topic or reading material</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• Oral Testing</li> <li>• Allow short answers</li> </ul> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• Adjust reading level of materials</li> <li>• Choice of test format</li> <li>• Shortened assignments</li> </ul>	<p><b>Accommodations</b></p> <ul style="list-style-type: none"> <li>• Additional time</li> <li>• Frequent rest breaks</li> <li>• Varied test formats</li> <li>• Provide study guides</li> <li>• Allow for re-dos/retakes</li> <li>• Pace and chunk long-term projects</li> <li>• Provide word banks</li> <li>• Open-note quizzes/tests</li> <li>• Choice of writing topic or reading material</li> </ul> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• Choice of writing topic</li> <li>• Multiple levels of text</li> <li>• Learning Menus</li> </ul>	<p><b>Accommodations/Differentiation</b></p> <ul style="list-style-type: none"> <li>• Multiple texts</li> <li>• Tiered assignments</li> <li>• Independent study</li> <li>• Learning Menus</li> </ul>

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i> )
<ul style="list-style-type: none"> <li>• Learning goals and scales <ul style="list-style-type: none"> <li>○ Periodically revisit overarching essential questions associated with learning goals and scales</li> </ul> </li> <li>• Mastery of unit goals <ul style="list-style-type: none"> <li>○ PowerPoint lecture, jigsaw research, think-pair-share, inquiry-based discussions, also provide exemplars.</li> </ul> </li> </ul>

- Vocabulary, abstract concepts, interdisciplinary connections
  - Brick-and-mortar, words walls, Frayer model, investigatory vocabulary hunts, guided notes and study guides
- Information management and retaining skill.
  - Graphic organizers, guided notes, use of student voice, independent and small-group instruction.
- Lesson closures
  - Review content of current lesson and scaffold information towards upcoming lessons.

**Possible Instructional Modifications /Accommodations/Differentiation**

<b>Special Education Students</b>	<b>ELLs (English Language Learners)</b>	<b>At-Risk Students</b>	<b>Gifted Students</b>
<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Review sessions</li> <li>• Provision of notes/outlines</li> <li>• Preferential seating</li> <li>• Adjusted assignment timelines</li> <li>• Concrete examples</li> <li>• Varied graphic organizers</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Read passages aloud (if working on reading comprehension)</li> <li>• Shorten assignments (if altering rigor/complexity)</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Flexible grouping</li> <li>• Multiple levels of texts</li> <li>• Tiered assignments</li> <li>• Learning Menus</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Visual charts/cues (ex: Word Wall)</li> <li>• Use real objects/manipulatives</li> <li>• Use graphic organizers</li> <li>• Provide supplementary materials (Native Language text, bilingual dictionary)</li> <li>• Sentence frames</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Allow outlining</li> <li>• Shorten assignment (if altering rigor/complexity)</li> <li>• Adapt/simplify language on task</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Flexible grouping</li> <li>• Leveled reading (potential use of native language)</li> <li>• Tiered assignments</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Additional time</li> <li>• Frequent rest breaks</li> <li>• Varied test formats</li> <li>• Provide study guides</li> <li>• Allow for re-dos/retakes/re-writes</li> <li>• Pace and chunk long-term projects</li> <li>• Provide word banks</li> <li>• Open-note quizzes/tests</li> <li>• Choice of writing topic or reading material</li> <li>• Modified writing prompts</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Choice of writing topic</li> <li>• Multiple levels of text</li> <li>• Learning Menus</li> </ul>	<p><b><u>Accommodations/Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Multiple levels/rigor of texts</li> <li>• One-on-one conferences or peer conferencing</li> <li>• Tiered assignments</li> <li>• Literature Circles</li> <li>• Learning Contracts</li> <li>• Learning Stations</li> <li>• Flexible grouping</li> <li>• Writer’s Notebook</li> </ul>

**Possible Instructional Modifications /Accommodations/Differentiation**

- Learning Menus

**Unit Vocabulary**

**Essential:** analysis, thesis, citations, transitions, embedded quotes, paraphrase, allegory, symbol, archetype, dictator

**Non-Essential:** apprehension, depravity, sadist, epilepsy, irony, profane, prudent, redemption, lagoon, specious, effulgence, enmity, pallid, crag, bastion

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills
<p>Health/PE: survival skills</p> <p>Social Studies: Geography and world history</p>	<p>Technology:</p> <p>Google Docs Approved Databases PowerPoint Prezi</p>	<p>__*__ Global Awareness</p> <p>____ Civic Literacy</p> <p>____ Financial, Economic, Business, &amp; Entrepreneurial Literacy</p> <p>__*__ Health Literacy (Survival Guide)</p>	<p>__*__ Creativity &amp; Innovation</p> <p>____ Media Literacy</p> <p>__*__ Critical Thinking and Problem Solving</p> <p>__*__ Life and Career Skills</p> <p>____ Information &amp; Communication Technologies Literacy</p> <p>____ Communication &amp; Collaboration</p> <p>____ Information Literacy</p>

## Resources

### **Texts/Materials:**

*Lord of the Flies* –

*The Kite Runner*–

“Shadows and Tall Trees” – U2

Study Matrix Template and Example

Reflection Journals

Dialog Journals

Study Guides

Prezis

Wordles

Movie excerpts

*Novels for Students* – selected articles and critiques

<b>Unit 6: Understanding the Causes and Effects of a Dystopian Society and a Writer’s Use of Language and Satire to Expose That Society.</b>	<b>Recommended Duration: (Four to Six Weeks – May - June</b>
<p><b>Unit Description:</b> Students will read and research techniques that many different writers of many genres use to bring attention to individual and human rights that have been threatened or violated by governments and their agencies. Students will read and view these texts to become better informed about the power of language, to analyze methods writers have used to express their thoughts, and improve their knowledge about social and governmental issues. The texts and assignments vary in length and difficulty, allowing all students the opportunity to come to an excellent understanding of what is meant by the word “dystopian” and how writers have dealt with the topic of dystopian societies. Students will come to see the power of the written word as they read the various texts and as they discuss, or compose, their own satires.</p>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ol style="list-style-type: none"> <li>1. How does one deal or cope with a government with which one does not agree?</li> <li>2. How is propaganda used in society?</li> <li>3. How is it possible for a small group of people or even one person to manipulate, misuse, and abuse a small group of other people?</li> <li>4. How effective is literature that attempts to warn its readership about societal and governmental abuses or that attempts to expose these abuses?</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are faced with rules and regulations from various in their own world; and as they prepare to deal with the new and perhaps more imposing rules and regulations of college, the work force, or the armed forces, students can perhaps draw strength in knowing that there are ways of dissenting against rules that they feel threaten them and their rights.</li> <li>2. Students may become more aware of the propaganda that permeates their society. This knowledge may help them not only to become better identifiers of how many factions of society use propaganda but also how to interpret the methods used in order to effect change or to arm themselves against the power of the propaganda.</li> <li>3. Finding one’s voice and becoming a more confident person able to fend off bullies and other intimidating forces are powerful means of becoming more mature and facing life with more confidence. Students are in constant contact with people who attempt to force their ideas on others, and equipping oneself with tools to avoid being manipulated and used will provide life-long skills.</li> <li>4. “Literature” today is only a click away. Whether students are opening a book or an iPad, they are opening a world of texts that can inform them with facts and figures and statistics that unite people who wish to ward off those agencies that threaten human rights.</li> </ol>

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
	The challenging, humorous, short, and long literature that they will read in this unit and that they will encounter in life are their forces of protection against their losing their own rights, especially those that deal with privacy issues in the contemporary world. Along the way, they may also learn to write their own literature that may help and teach others about maintaining privacy and freedom.

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p><b>Content Standards:</b>  <b>Primary(Power):</b>            RL.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.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.</p> <p>RL.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).</p> <p>RL.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</p>	<ol style="list-style-type: none"> <li>1. Through close reading, students will be able to <b>cite evidence</b> from a variety of nonfiction, fiction, and media sources in order to investigate the role of dystopia as predicted in the past and as evident in the present.</li> <li>2. Students will be able to develop a logical argument in a range of collaborative discussions related to LG 1, building on others' ideas and expressing their own clearly and persuasively.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the plot, character, and theme development of <i>1984</i> and related texts.</li> <li>2. Define selected literary terms.</li> <li>3. Recognize characteristics of dystopian literature in a variety of texts.</li> <li>4. Paraphrase text properly.</li> <li>5. Participate in class discussions and in Socratic circles.</li> <li>6. Use textual support for responses and opinions.</li> <li>7. Read to make inferences about the authors' intentions.</li> <li>8. Recognize the use of satire and be able to discuss its use and purpose.</li> <li>9. Discuss how the authors' backgrounds contribute to the text and the reader's better understanding of the text.</li> <li>10. Both create and complete a variety of graphic diagrams to make connections between texts.</li> <li>11. Review literary terms.</li> <li>12. Respond to both objective and subjective questions about the texts.</li> <li>13. Develop questions for the texts.</li> <li>14. Make historical connections to the text.</li> <li>15. Use approved online sites and databases to research a variety of topics.</li> <li>16. Lead discussions about a variety of topics.</li> </ol>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>and meaning as well as its aesthetic impact.</p> <p>RL.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).</p> <p>RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>SL.12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>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.</p> <p>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</p>		<ol style="list-style-type: none"> <li>17. Write arguments that either defend or dispute ideas presented in the various tasks.</li> <li>18. Write responses using a variety of sentence varieties.</li> <li>19. Maintain an appropriate tone, depending on the task.</li> <li>20. Specify specific information in summary.</li> <li>21. Apply a concept into a new context.</li> <li>22. Use reasoning, planning, and evidence to support inferences.</li> <li>23. Cite evidence and develop a logical argument.</li> <li>24. Synthesize information within one text or source.</li> <li>25. Synthesize information across multiple texts or sources.</li> <li>26. Identify use of literary elements.</li> <li>27. Distinguish relevant-irrelevant information; fact-opinion.</li> <li>28. Apply rules of grammar usage and mechanics to all written work.</li> <li>29. Apply appropriate format for documenting primary and secondary sources.</li> <li>30. Illustrate how multiple themes can be interrelated and used to develop a writer's message.</li> </ol>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>content contribute to the power, persuasiveness or beauty of the text.</p> <p>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.</p> <p><b>Secondary(Supportive):</b></p> <p>SL.12.1a 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>SL.12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>SL.12.1c 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>W.12.1 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</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.12.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>W.12.1.c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.12.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.12.1.e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.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>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>W.12.2.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.</p> <p>W.12.2.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.</p> <p>W.12.2.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.</p> <p>W.12.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.12.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.12.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g.,</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
articulating implications or the Significance of the topic.		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Guided reading worksheets Journal checks Reading checks Socratic seminars Graphic organizers Literature Circles Collaborative activities in big and small groups Entrance and exit cards Conferencing with individuals and small groups Peer and self-assessments Reading quizzes Visual assessment Class participation and preparedness Class attendance	Final test Reading quizzes Essays Worksheets Written summaries Grammar usage and mechanics worksheets and quizzes	Brief oral reports about related nonfiction articles Final satire assignment may mimic Stephen Colbert Report	Section tests Final test Journals Summaries Analyses

<b>Possible Assessment Modifications /Accommodations:</b>			
<b>Special Education Students</b>	<b>ELLs (English Language Learners)</b>	<b>At-Risk Students</b>	<b>Gifted Students</b>
<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Additional Time</li> <li>• Varied test formats</li> <li>• Read directions aloud</li> <li>• Pace long-term projects</li> <li>• Chunk long-term assignments</li> <li>• Allow re-dos/retakes/re-writes</li> <li>• Choice of writing topic or reading material</li> <li>• Modified writing prompts</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Shortened assessment</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Multiple texts</li> <li>• Choice with writing topics</li> <li>• Learning Menus</li> <li>• Tiered assignments</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Single-step directions</li> <li>• Provide models</li> <li>• Repeat directions orally</li> <li>• Provide a bilingual dictionary</li> <li>• Extended time</li> <li>• Provide word banks</li> <li>• Open-note quizzes/tests</li> <li>• Choice of writing topic or reading material</li> <li>• Modified writing prompts</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Oral Testing</li> <li>• Allow short answers</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Adjust reading level of materials</li> <li>• Choice of test format</li> <li>• Shortened assignments</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Additional time</li> <li>• Frequent rest breaks</li> <li>• Varied test formats</li> <li>• Provide study guides</li> <li>• Allow for re-dos/retakes/re-writes</li> <li>• Pace and chunk long-term projects</li> <li>• Provide word banks</li> <li>• Open-note quizzes/tests</li> <li>• Choice of writing topic or reading material</li> <li>• Modified writing prompts</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Choice of writing topic</li> <li>• Multiple levels of text</li> <li>• Learning Menus</li> </ul>	<p><b><u>Accommodations/Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Multiple texts</li> <li>• Tiered assignments</li> <li>• Independent study</li> <li>• Learning Menus</li> </ul>

<b>Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i>):</b>
<ul style="list-style-type: none"> <li>• Learning goals and scales <ul style="list-style-type: none"> <li>○ Periodically revisit overarching essential questions associated with learning goals and scales</li> </ul> </li> <li>• Mastery of unit goals <ul style="list-style-type: none"> <li>○ PowerPoint lecture, jigsaw research, think-pair-share, inquiry-based discussions, also provide exemplars.</li> </ul> </li> <li>• Vocabulary, abstract concepts, interdisciplinary connections <ul style="list-style-type: none"> <li>○ Brick-and-mortar, words walls, Frayer model, investigatory vocabulary hunts, guided notes and study guides</li> </ul> </li> <li>• Information management and retaining skill.</li> </ul>

**Instructional Strategies (refer to *Robert Marzano's 41 Elements*):**

- Graphic organizers, guided notes, use of student voice, independent and small-group instruction.
- Lesson closures
  - Review content of current lesson and scaffold information towards upcoming lessons.

**Possible Instructional Modifications /Accommodations/Differentiation:**

Special Education Students	ELLs (English Language Learners)	At-Risk Students	Gifted Students
<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>● Review sessions</li> <li>● Provision of notes/outlines</li> <li>● Preferential seating</li> <li>● Adjusted assignment timelines</li> <li>● Concrete examples</li> <li>● Varied graphic organizers</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>● Read passages aloud (if working on reading comprehension)</li> <li>● Shorten assignments (if altering rigor/complexity)</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>● Small Group Instruction</li> <li>● Flexible grouping</li> <li>● Multiple levels of texts</li> <li>● Tiered assignments</li> <li>● Learning Menus</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>● Visual charts/cues (ex: Word Wall)</li> <li>● Use real objects/manipulatives</li> <li>● Use graphic organizers</li> <li>● Provide supplementary materials (Native Language text, bilingual dictionary)</li> <li>● Sentence frames</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>● Allow outlining</li> <li>● Shorten assignment (if altering rigor/complexity)</li> <li>● Adapt/simplify language on task</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>● Small Group Instruction</li> <li>● Flexible grouping</li> <li>● Leveled reading (potential use of native language)</li> <li>● Tiered assignments</li> <li>● Learning Menus</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>● Additional time</li> <li>● Frequent rest breaks</li> <li>● Varied test formats</li> <li>● Provide study guides</li> <li>● Allow for re-dos/retakes/re-writes</li> <li>● Pace and chunk long-term projects</li> <li>● Provide word banks</li> <li>● Open-note quizzes/tests</li> <li>● Choice of writing topic or reading material</li> <li>● Modified writing prompts</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>● Choice of writing topic</li> <li>● Multiple levels of text</li> <li>● Learning Menus</li> </ul>	<p><b><u>Accommodations/Differentiation</u></b></p> <ul style="list-style-type: none"> <li>● Multiple levels/rigor of texts</li> <li>● One-on-one conferences or peer conferencing</li> <li>● Tiered assignments</li> <li>● Literature Circles</li> <li>● Learning Contracts</li> <li>● Learning Stations</li> <li>● Flexible grouping</li> <li>● Writer's Notebook</li> </ul>

**Unit Vocabulary:** satire, situational irony, verbal irony, dramatic irony, doublethink, thoughtcrime, Ingsoc, Unperson, Duckspeak: Facecrime, Ownlife, Crimestop, blackwhite, propaganda, motif, symbol, parody, sarcasm, propaganda, rhetorical devices, totalitarianism, oligarchy, collectivism, socialism, communism, capitalism, democracy

**Essential:** satire, situational irony, verbal irony, dramatic irony, doublethink, thoughtcrime, Ingsoc, Unperson, Duckspeak: Facecrime, Ownlife, Crimestop, blackwhite, propaganda, motif, symbol, parody, sarcasm, propaganda, rhetorical devices, totalitarianism, oligarchy, collectivism, socialism, communism, capitalism,

**Non-Essential:** queue, pedant, pannikin, incredulous, anodyne, sanguine, tableaux, ramifications, archaic, truncheon, strident, interminable, inexorable, supple, odious, equivocal, dissemble, sanction, gambol, mutable, zealot, myriad, inscrutable, proles, pugnacious, lassitude, officious, prevaricate

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
Mathematics:  Science:  Visual and Performing Arts:  Health/PE:  World Languages:  Social Studies: Dictators  Technology: YouTube  21 <sup>st</sup> Century Life and Careers:  Library: research databases	Technology: Googledocs; Turnitin	___*___ Global Awareness  ___*___ Civic Literacy  _____ Financial, Economic, Business, & Entrepreneurial Literacy  _____ Health Literacy	___*___ Creativity & Innovation  ___*___ Media Literacy  ___*___ Critical Thinking and Problem Solving  _____ Life and Career Skills  _____ Information & Communication Technologies Literacy  ___+___ Communication & Collaboration  ___*___ Information Literacy

## RESOURCES: Texts/Materials/Media:

Excerpts from: *1984*, *The Giver*, *The Hunger Games*

Informational texts

Poems (i.e. "The Unknown Citizen")

Essays ("No One Died in Tiananmen Square")

Short stories ("Harrison Bergeron," "The Pedestrian," "The Lottery," "Bartleby, The Scrivener" and others), and media.

Harrison Bergeron" – Kurt Vonnegut – short story

### **\*Media is crucial to this unit:**

Excerpts Movies (*V for Vendetta*, *The Lego Movie*, *The Hunger Games*, *1984*, *The Giver*, *Divergent*, *Wall-E*, and more

"1984" Apple Macintosh commercial – [uriahcarpenter.info](http://uriahcarpenter.info) – 14 April 2007

Selected scenes from different cinematic productions

"Lawyer Wrongly Accused" – CNN.com

naziPropaganda Web. (2007)

Relevant documentaries

*Black Mirror* (dystopian series on Netflix)

**NPR:** "Your Digital Trail, and How It Can Be Used Against You" – Daniel Zwerdling and G. W. Schulz

"What Does the NSA Think About You? - Steve Hahn

"Your Digital Trail: Does the Fourth Amendment Protect Us?" – D. Zwerdling

"Your Digital Trail: Data Fuels Political and Legend Agendas" – Daniel Zwerdling

"A Chip That's Good for Your Body" – C. Carroll

"Wired Homes Keep Tabs on Aging Parents" – J. Ludden

*Teaching Orwell and 1984 with the Times* – [nytimes.com](http://nytimes.com)

Book Reviews

Obituary for George Orwell

Recent and archived articles

"Simpler Terms; If It's 'orwellian,' it's probably not" – G. Nunberg

"Why Orwell Endures" – Geoffrey Wheatcroft and other selected articles

“The Enduring Relevance of George Orwell” in *Contemporary Review* by John P. Rossi

“*Why We Fight* – Documentary – Dir. Eugene Jarecki

“*The True Cost*” – Documentary- Dir. Andrew Morgan (PG-13)

Selected Excerpts -USA Patriot Act

“No One Died in Tiananmen Square” – William Lutz

*North Korea: A Day in the Life* Documentary– Dir. Pieter Fleury. Film

“Politics and the English Language” – G. Orwell – Essay

*Welcome to Oceania...your friends from ingsoc* – Web.

Excerpt from “The Road from Wigan Pier”

“Modern Satire Loses Its Bite” – Nicholas Swisher

“Why I Blog” – Andrew Sullivan

*The Onion* (online) – teacher-selected articles

“The Sting of Satire” – Robert DeMaria, Jr.

“*The Unknown Citizen*”