

ENGLISH IV CURRICULUM

June 2016

The English IV curriculum strictly adheres to the Common Core Standards. The Standards demonstrate a culmination of the established “staircase” of increasing complexity in what students must be able to synthesize, analyze and interpret reading so that all students are ready for the demands of college and career-level readings. There is a requirement that the progressive development of reading comprehension allows students to advance in order to gain more from fictional and non-fictional texts, credit-bearing academic college courses as well as in workforce training programs. Through reading an array of classical and contemporary literature, as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspectives.

Moreover, the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence, including research writing and using evidence to support a claim, is a cornerstone of the writing standards, which is an essential element in English IV. The standards also require that students gain, evaluate, and present increasingly complex information, ideas, and evidence by listening and speaking through various forms of media. Furthermore, students are expected to demonstrate a sophisticated and intricate level of vocabulary through a mix of conversations, direct instruction, and reading as well as the ability to determine word meanings, appreciate the nuances of words, and to steadily expand their repertoire of words and phrases which will prepare students for real life experience at college and in 21st century careers. In addition, just as media and technology are integrated throughout school and everyday life in the twenty-first century, skills related to media use (both critical analysis and production of media) are also integrated throughout the standards for English IV.

II. Outline of Course

PCTI ELA Curriculum Unit 1 Planner

Content Area:	English IV	Grade(s)	12
Unit Plan1 Title:	Predestination, Choices and Faith		
NJSLS Standard(s) Addressed in this unit			
<p>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>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>			
<p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>			
<p>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>RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>			
<p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</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. (e.g., Shakespeare and other authors.)</p>			
<p>RL.11-12.8. (Not applicable to literature)</p>			

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

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.

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.

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

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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

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

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

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

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while

attending to the norms and conventions of the discipline in which they are writing.

- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

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

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

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

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

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style)

Manuals).

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

- A. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
- B. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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

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

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
 - C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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

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

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

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

Essential Questions (3-5)

- How does Mythology explore the Human Condition?
- How is literature a reflection of historical context and the social condition?
- What can we learn from studying early human society that helps us understand modern events and issues?
- What is the role of archetypes in our understanding of conflict and the protagonist's reaction to conflict?

Anchor Text

Oedipus Rex by Sophocles

Informational Texts (3-5)

(Required)

- *Excerpts of Poetics* by Aristotle
- Excerpts of *The Apology* by Plato
- Non-fiction Article -- "What is an Oedipal Complex?" Kendra Cherry (supplement book)
- Non-Fiction Article -- "The Real Oedipal Complex; Why Oedipus Rex Still Matters" by Jeffrey B. Rubin, Ph.D. – Psychology Today (supplement book)

(Optional)

- History Channel – *Clash of the Gods* Series (PCTI Media Center Film)
- PBS: *The Power of Myth*

Short Texts (1-3)

Short Texts (Required)

- Medea by Euripides or *Antigone* by Sophocles
- My Oedipus Complex- Frank O’Conner

Poetry (Required)

- “Jocasta” - Ruth Eisenberg

Short Texts (Optional)

- Beowulf by Anonymous – textbook page 36
- Excerpt from *Beowulf* – Read in Anglo Saxon (You Tube http://www.youtube.com/watch?v=_B9kppHPo28)
- Excerpts from *Grendel* by John Gardner (excerpts)
- Excerpt from Life of Pi

Poetry (Optional)

- “Junk” – Richard Wilbur (supplement book)
- “Leda and the Swan” - William Butler Yeats (supplement book)
- “Daddy” – Sylvia Plath (supplement book)

Suggested Writing Assessments (all non-creative writing assignments must include textual references)

Writing Assignments

- College Essay
- Narrative Writing: Myths were written or told to explain the unexplainable. Create a myth based on something that is still unexplained in society.
 - Formal Essay: How is literature a reflection of historical context?
 - Argument Essay: (Choose one) 1). Medea as a Heroine or Medea as Evil. 2) Jason, based on his society, was justified in all his actions.
 - Poem to Text Analysis: Analyze “Daddy” and give support from the text that explores how it relates to how humans struggle with the past.
 - After reading Poetics: Does art and poetry distract from actual meaning and or truth?
 - Opinion: “The unexamined life is not worth living” Plato

Vocabulary

150 College and Career Readiness Words

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- Blackboard
- Word Processors
- Microsoft Office Programs
- Online Library Catalog (OPAC)
- Online Library Databases
- Web quests
- Online Texts
- Online Audio Texts
- PowerPoint
- Web 2.0 Applications
- Google Docs
- Supplement Book
- You Tube

Suggested Time Frame: 10 weeks

PCTI ELA Curriculum Unit 2 Planner

Content Area:	English IV	Grade(s)	12
Unit Plan 2Title:	Social Conscience, Morality and Corruption		
NJSLS Standard(s) Addressed in this unit			

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

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

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

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

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

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

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.8. (Not applicable to literature)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

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.

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.

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

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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

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

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

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.

- F. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- G. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- H. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- I. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- J. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

- G. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- H. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- I. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- J. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- K. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- L. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

- F. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple

point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- G. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- H. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- I. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- J. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

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

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

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

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

- C. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
- D. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents]”).

and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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

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

- E. 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.
 - F. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
 - G. 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.
 - H. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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

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

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

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

Essential Questions (3-5)

- How does literature lead to generalizations about life and human behavior?
- How do cultural identities change the human condition through corruption and decadence?
- How are gender stereotypes portrayed in literature?
- How is literature a reflection of historical context and social condition?

Anchor Text

- *Macbeth*— William Shakespeare (textbook page 332)
(Supplemental)
- *Macbeth* Pacemaker Version (SN and LD Level)
- *Macbeth*- On-Line Texts and Translations

Informational Texts (3-5)

Informational Texts (Required)

- *The True Story of William Shakespeare* – Biography Channel
- From *Holinshed Chronicles* – Raphael Holinshed (Textbook page 421)
- *The Prince* (Chapter 8) - Niccolo Machiavelli (Textbook pages 444-450)
- “Out, Damn Slander, Out” – Julie Traves (Textbook page 429)

Informational Text (Optional)

- “Hamlet and His Problems” – A critical essay – T. S. Eliot
- “Thanks Will: How Shakespeare helped create the English Language and profoundly influenced the arts, not to mention much of modern culture” - Debbie Nevins
- (http://cadyenglish.weebly.com/uploads/4/5/1/1/4511345/thanks_will.pdf and supplement book

Short Texts (1-3)

Short Texts (Required)

- *The Canterbury Tales*
 - “The Prologue”
 - “The Pardoner’s Tale”
 - “The Wife of Bath’s Tale”

Poetry (Required)

- “Out, Out” - by Robert Frost
- Three Shakespearean Sonnets

Poetry (Optional)

- They All Want to Play Hamlet -Carl Sandburg

Suggested Writing Assessments**(Required)**

- Research paper – Research a modern leader in politics, business or religion who has fallen because of unbridled ambition. Analyze the factors that contributed to the downfall and draw relevant parallels to Macbeth.
- Literacy Analysis: Critics have argued that Machiavelli intended The Prince as a work of satire which is to deliberately ridicule the idea of cruel and ruthless rulers for the purpose of exposing tyranny and the promotions of a republican government. Do you agree or disagree? Support your position with evidence and cite the texts.

(Optional)

- Sonnet writing: proper format - 14 lines, iambic pentameter, abab cdcd efef gg
- Research: How does the corruption seen in Macbeth reflect the same human behaviors of modern politics and social disorder?
- Poem: Compare and Contrast the style, content and theme(s) found in (selected) Shakespeare Sonnet and Robert Frost's Out, Out
- Detail/Show evidence of Holinshed's Chronicles influence on Shakespeare's Macbeth.
- Text to Self: Which quotes from Macbeth would you like to represent your future life? Which quotes would you prefer not to represent your future life?

Vocabulary

- 150 College and Career Readiness Words

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- Blackboard (English Department Page)
- My Access
- Word Processors
- Microsoft Office Programs
- Online Library Catalog (OPAC)
- Online Library Databases
- Web quests
- Online Texts
- Online Audio Texts
- PowerPoint
- Web 2.0 Applications
- Macbeth Video

Suggested Time Frame:

10 weeks

Academic Curriculum Unit Planner

Content Area:	English IV	Grade(s)	12
Unit Plan 3 Title:	Journeys and Overcoming Obstacles		
NJSLS Standard(s) Addressed in this unit			
<p>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>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>			
<p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>			
<p>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>RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>			
<p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</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. (e.g., Shakespeare and other authors.)</p>			
<p>RL.11-12.8. (Not applicable to literature)</p>			

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

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.

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.

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

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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

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

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

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.

- K. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- L. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- M. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- N. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- O. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

- M. 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.
- N. 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.
- O. 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. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Q. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while

attending to the norms and conventions of the discipline in which they are writing.

- R. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

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

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

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

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

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style

Manuals).

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

- E. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
- F. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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

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

- I. 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.
- J. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
- K. 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.
- L. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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

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

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

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

Essential Questions (3-5)

- How has the role of women changed over time?
- How do we develop a greater worldview?
- How do the arts influence a change in society?
- How is literature a reflection of historical context and social condition?

Anchor Text

- *In the Time of Butterflies* Julia Alvarez

Informational Texts (3-5)

Informational Texts (Required)

- The Fourteenth of June Movement and November 25th (articles – The Big Read – national Endowment of the Arts) (supplement book)
- International Day for the Elimination of Violence Against Women – United Nations website (<http://www.un.org/womenwatch/day/news/vawd.html>)
- The Big Read Audio Guide – to be used with student journals (supplement book)
- Handout 1 – In The Time of Butterflies as a work of historical fiction (PDF) (supplement book)
- Handout 2 – Roles of Women in the Dominican Republic (PDF)(supplement book)
- Handout 3 – The Fourteenth of June and November 25th (PDF)(supplement book)
- Video clips of Julia Alvarez in the analysis of reading, writing and social justice (supplement book) (<http://www.youtube.com/watch?v+14pdhpMky84>)

Short Texts (1-3)

Informational Texts/Sources (Optional)

- Sandra Cisneros - essays

Short Texts and Poetry (Required)

- “Homecoming” – Julia Alvarez (A Modern Primer)

- Dusting by Julia Alvarez (Use with Chapter 11 of the novel) (supplement book)
- Exile – Julia Alvarez Chapter 1(supplement book)
- Changes (a song) – Tupac Shakur

Short Texts and Poetry (Optional)

- A Modest Proposal – Jonathan Swift
- The Story of a Childhood – Marjane Satrapi
- Good Morning Revolution – Langston Hughes

Suggested Writing Assessments

Writing Assignments

(Required)

- Media Presentation/Research: Create a timeline connecting the historical events discussed in *The Time of Butterflies* to the experiences of the sisters.
- Literary Analysis: A person is in control of their future despite the societal conditions that surround them. Cite the text to provide evidence for the situation you choose.
- Literary Analysis: In an essay answer the question: Do the arts reflect society or does society reflect the arts? Use examples from this unit or any other materials we have read/discussed/studied this year to support your thesis.

(Optional)

- Formal Essay: Write a speech intended to inspire a social movement or to point out a social injustice. You may mimic a form you have studied or write on any free verse that reflects your writing.
- Media Presentation/Research: Create a timeline connecting the historical events discussed in *The Time of Butterflies* to the experiences of the sisters.
- Reflect: A person is in control of their future despite the social condition.
- How does a novel written about the DR help a reader understand their view of the world?

Do the arts reflect society or does society reflect the arts. Use examples from the year's readings as well as other forms of art you feel is appropriate to your thesis.

Vocabulary

- 150 College and Career Readiness Words

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- Blackboard (English Department Page)
- Word Processors
- Microsoft Office Programs

- Online Library Catalog (OPAC)
- Online Library Databases
- Webquests
- Online Texts
- Online Audio Texts
- PowerPoint
- Web 2.0

Suggested Time Frame: 10 weeks

Content Area:	English IV	Grade(s)	12
Unit Plan 4 Title:	Identity: Outcasted and Isolated		
NJSLS Standard(s) Addressed in this unit			
<p>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>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>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</p>			

fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

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

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

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.8. (Not applicable to literature)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

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.

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.

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

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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

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

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

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.

- P. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Q. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- R. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- S. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

T. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

S. 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.

T. 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.

U. 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.

V. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

X. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

P. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Q. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

R. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

S. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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

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

audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

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

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

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

G. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

H. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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

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

M. 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.

N. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student

developed rubrics), and establish individual roles as needed.

O. 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. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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

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

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

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

Essential Questions (3-5)

- How do gender, class and ethnic roles influence our identity in society?
- How does society acknowledge, react to, respond to and value the outcasts and Isolated?
- How are gender stereotypes portrayed in literature?
- How is literature a reflection of historical context and social condition?

Anchor Text

The Metamorphosis by Franz Kafka

Informational Texts (3-5)

Informational Texts (Required)

- *The Myth of Sisyphus* (The Absurd Hero) – Albert Camus (supplement book)
- Existential quotes (supplement book)
- Glencoe Metamorphosis Study Guide
- “5 Ways Senioritis and Existentialism are basically the same” (supplement book)

Informational Texts (Optional)

- Jean Paul Sartre’s Speech on Existentialism (excerpts)
- <http://www.marxists.org/reference/archive/satre/works/exist/satre.htm>

Short Texts (1-3)

Short Text (Required)

- **A Clean Well-Lighted Place** – Ernest Hemingway (supplement book)
- **Allegory of the Cave** – Plato (supplement book)

Short Texts (Optional)

- *No Exit* – Jean Paul Sartre
- “Paul’s Case” – Willa Cather
- “Notes from the Underground” – Fyodor Dostoyvesky
- “Allegory of the Cave” – Plato
- *The Bet* – Anton Chekov
- “The Swimmer” – John Cheever
- “Children” – Takuya Okada - Short Film – (<https://www.youtube.com/watch?v+BE4oz2u6OHY>)

Poetry (Required)

- “The Learned Astronomer” by Walt Whitman

Poetry (optional)

- “Much Madness is Divinest Sense” by Emily Dickinson
- “An Irish Airman Foresees His Death” by William Butler Yeats
- “The Love Song of J. Alfred Prufrock” by T.S. Eliot
- “The Road Less Traveled” by Robert Frost

Suggested Writing Assessments

Writing Assignments (Required)

- Argument Essay: Agree or disagree with this statement: Existentialism inspires a person to have a clearer understanding of himself or herself and a deeper view of the world. Cite evidence from the materials studied in this unit to support your position.
- Narrative writing: Write a personal statement or poem about your values and what influences those values.
- Literary Analysis: After reading two works by the same author, write an author analysis based on what you think influenced his or her writings. Cite evidence from the two pieces to support your analysis.

Writing Assignments (Optional)

- Citing evidence from your readings, which three readings best demonstrate whether or not gender, class and ethnic roles influence a person and his or her role in society.
- Write a personal statement or poem about your values and how/what influences those values.
- Author Study Media Presentation

Vocabulary

- 150 College and Career Readiness Words

Resources (websites, Blackboard, documents, etc.)

- Blackboard (English Department Page)
- My Access
- Word Processors
- Microsoft Office Programs
- Online Library Catalog (OPAC)
- Online Library Databases
- Web quests
- Online Texts
- Online Audio Texts
- PowerPoint
- Web 2.0

Suggested Time Frame:

10 weeks

III. Methods of Student Evaluation (including assessment and evaluation)

Assessment - Assessment can be divided into two general categories - formal (graded) and informal/classroom-based (ungraded). The key to effectively assessing your students' mastery of skills is to match the assessment method to the learning objectives.

Some of the more common types of formal assessments include:

- Multiple-choice exam
- Essays
- Short-answer or problem-solving exam
- Lab report
- Research paper
 - Performance-based ("authentic") - ANALYZING a piece of music, writing a computer program, constructing a three-dimensional model of a scientific concept, etc.
- Oral Presentations
- Comprehensive portfolios

Some of the more common types of informal assessments include, *but are not limited to*:

- "Minute Essays" - at the end of a class/unit, students take 5 minutes to write about what they have learned, and how it relates to a learning objective
- "Peer Teaching" - after a short lecture about a new concept, have students work in pairs and explain that concept to each other
- "Question Time" - students are given an index card and asked to record two questions they have about the material covered in lecture that day/week. Allow time in the next class period to respond to some of the more common questions
- "5 Minute Quiz" - at the beginning of class, give students one or two questions over material covered in the previous class session. Discuss answers and do a show of hands to see how many understand the concepts.
- BlackBoard®
- Power Point, Prezi, Popplet, Glogsters, Blogs, Wikis...and any additional multi-media presentation options available

Evaluation

During each marking period in ninth grade, a combination of the following methods will be used to evaluate each student's performance.

- Book OR EXCERPT reports/reviews

- Class participation

- Cooperative learning activities
- Creative assignments
- NARRATIVE writing
- INFORMATIONAL writing
- Homework and class work assignments
- Journal writing
- Persuasive writing
- Poetry analysis and interpretation
- Quizzes
- Reports and presentations
- Research Paper
- Technological applications (blogs, online meetings, online posts, online journals,
etc.)
- Unit tests
- Various speaking and listening assessments

IV. Instructional Strategies Based on Instructional Goals (Applying Universal Design for Learning)

Instructional Strategies commonly utilized in English IV:

- Provide multiple means of representation, action & expression and engagement
- Promote self-regulation techniques
- Maps, photos, graphs and other visuals
- Engaging in discussion (whole class/small group)
- Reading silently and aloud
- Listening and speaking activities
- Role playing
- Watching and responding to media
- Brainstorming (think-aloud/written)
- Listing
- Mapping
- Free writing
- Revising and editing
- Participating in small and large groups
- Researching to make connections to texts and classroom discussions
- Learning centers
- Collaborative projects
- Answering questions (oral/written)
- Summarizing
- Debating
- Analyzing texts, discussions, etc.
- Paraphrasing
- Peer teaching
- Conferring
- Interviewing (topic specific questioning/collecting data/creating questions that will get the desired response)
- Competing in teams/debating about controversial topics and literary analysis
- Playing games
- Creating games

- Note taking/note making
- Drafting/writing

Learning Styles- There are three main types of learning styles: auditory (hearing), visual (seeing), and kinesthetic (touching). Most people learn best through a combination of the three types of learning styles, but every student is different. In order to accommodate different learning styles among students, various types of classroom activities will be utilized throughout English 1 course of study. Optimal teaching approaches will include a variety of methods; the methods will vary from day to day and may be individual or collaborative efforts.

Project Based Learning- collection of media activities that will enable teachers to teach their students how to use the Internet responsibly, how to think critically, as well as how to recognize different writing styles.

*** Additional information can be found through the National Center on Universal Design for Learning and The Iris Center (Peabody-Vanderbilt)**

V. Scope and Sequence

English Language Arts Grade 12

SKILLS TO BE LEARNED	I = Introduce D = Develop in depth R = Reinforce M = Master
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (RL.11-12.1 to 11-12.10, RI 11-12.1 to 11-12.7)	M
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (RL.11-12.1 to 11-12.10; W.11-12.1 to 11-12.10; SL.11-12.1 to 11-12.6; RI 11-12.1 to 11-12.7; L11-12.1 to 11-12.6)	M
Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (RL.11-12.1 to 11-12.10; W.11-12.1 to 11-12.10; SL.11-12.1 to 11-12.6; RI 11-12.1 to 11-12.7; L11-12.1 to 11-12.6)	M
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (RL.11-12.1 to 11-12.10; W.11-12.1 to 11-12.10; SL.11-12.1 to 11-12.6; RI 11-12.1 to 11-12.7; L11-12.1 to 11-12.6)	M
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. W.11-12.1 to 11-12.10; SL.11-12.1 to 11-12.6; RI 11-12.1 to 11-12.7; L11-12.1 to 11-12.6)	M
Assess how point of view or purpose shapes the content and style of a text. (RL.11-12.1 to 11-12.10; SL.11-12.1 to 11-12.6; RI 11-12.1 to 11-12.7)	M

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. ((RL.11-12.1 to 11-12.10; W.11-12.1 to 11-12.10; SL.11-12.1 to 11-12.6; RI 11-12.1 to 11-12.7; L11-12.1 to 11-12.6))	M
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. ((RL.11-12.1 to 11-12.10; W.11-12.1 to 11-12.10; SL.11-12.1 to 11-12.6; RI 11-12.1 to 11-12.7; L11-12.1 to 11-12.6))	M
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (RL.11-12.1 to 11-12.10; W.11-12.1 to 11-12.10; SL.11-12.1 to 11-12.6; RI 11-12.1 to 11-12.7; L11-12.1 to 11-12.6)	M
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.11-12.1 to 11-12.10; L11-12.1 to 11-12.6)	M
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (W.11-12.1 to 11-12.10; L11-12.1 to 11-12.6)	M
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.11-12.1 to 11-12.10; L11-12.1 to 11-12.6)	M
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.11-12.1 to 11-12.10; L11-12.1 to 11-12.6)	M
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.11-12.1 to 11-12.10; L11-12.1 to 11-12.6)	M

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (W.11-12.1 to 11-12.10; L11-12.1 to 11-12.6)	M
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (W.11-12.1 to 11-12.10; L11-12.1 to 11-12.6)	M
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (W.11-12.1 to 11-12.10; L11-12.1 to 11-12.6)	M
Draw evidence from literary or informational texts to support analysis, reflection, and research. RI 11-12.1 to 11-12.7; RL.11-12.1 to 11-12.10	M
Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. (W.11-12.1 to 11-12.10; L11-12.1 to 11-12.6)	M
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. RI 11-12.1 to 11-12.7; RL.11-12.1 to 11-12.10	M
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. RI 11-12.1 to 11-12.7; RL.11-12.1 to 11-12.10	M
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. RI 11-12.1 to 11-12.7; RL.11-12.1 to 11-12.10	M
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. (SL.11-12.1 TO 11-12)	M
Strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (SL.11-12.1 TO 11-12)	M

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. RI 11-12.1 to 11-12.7; RL.11-12.1 to 11-12.10	M
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.9-10.1)	M
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.9-10.2)	M
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (L.9-10.3)	M
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. (L.9-10.4.a-d)	M
Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.11-12.1 TO 11-12.6)	M
Acquire and use accurately a range of 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. (RL.11-12.1 to 11-12.10; W.11-12.1 to 11-12.10; SL.11-12.1 to 11-12.6; RI 11-12.1 to 11-12.7; L11-12.1 to 11-12.6)	M

COURSE DESCRIPTION

English IV is intended to develop the essential skills necessary for mastering grammar, composition, vocabulary, library skills and basic forms of literature. Students will become familiar with the characteristics of non-fiction, fiction, autobiography and poetry. The subject will also include an overview of the elements of short story (plot, character, conflict, theme, and setting), along with a focus on literary terminology. The fundamentals of grammar and research skills will be emphasized throughout the year. Stress is also placed upon vocabulary development, critical reading, developing analytical skills, and improvement of writing skills. These rigorous proficiencies are designed to be relevant to the real world, reflecting the knowledge and

skills that PCTI students need for success in college and careers. By fully preparing students for the future, our communities will be best positioned to compete successfully in the global economy.

PROFICIENCIES

1. The student will be provided vocabulary in context, as well as vocabulary pertinent to the SAT, to enhance and reinforce their comprehension. (ALL)
2. The student will recognize major literary genres and their respective elements. (RL)
3. The student will infer a character's traits, motives and functions in a given selection and interpret literary devices and figurative language. (RL)
4. The student will practice strategies for improving comprehension. (RI, RL)
5. The student will become familiar with and employ a thesis statement in appropriate writing experiences. (W)
6. The student will utilize the writing process in paragraphs, essays, and research projects: pre-writing strategies, drafting, editing, revising, and publishing. (W, L)
7. The student will develop written responses that propose a solution to a given problem or situation, as well as structured reactions to the studied works. (ALL)
8. The student will use correct capitalization and punctuation, including abbreviations, commas, etc. in all writing. (W, L)
9. The student will edit common usage problems such as; pronoun agreement and modifiers in writing assignments. (W, L)
10. The student will compose a variety of sentence types correctly. (W, L)
11. The student will apply multiple research sources to locate information relevant to research questions. (RI, W)
12. The student will prepare a research paper using note cards, outline format, citations, and appropriate bibliography. (RI, W, L)
13. The student will collaborate by sharing ideas, examples and insights productively and respectfully in informal discussion/conversation. (ALL)
14. The student will utilize appropriate multi-media technology in order to give oral presentations of various lengths and types. (ALL)
15. The student will demonstrate his/her listening abilities in various speaking situations. (SL)
16. The student will make proper use of print and non-print sources, including on-line. (RL, RI)
17. The student will employ an organized, systematic method for taking notes. (SL, L, W)