

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: English 3 College Prep & Accelerated

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: <u>English 3 & 3A</u> Unit 1: Fame & Glory: Analyzing the presentation of the hero in literature</p>	<p>Unit Summary: This unit is designed to acquaint students with literature that illustrates different perspectives on fame and glory across multiple time periods. By studying the language and culture of Anglo-Saxon, Medieval, and modern society, students will be able to deeply understand author purpose and historical viewpoints, and will use this knowledge to identify how heritage and values impact style, tone, and content in literature. Students will recognize how literary traditions have evolved and how themes endure in modern literature. Students will engage in annotated close reading of a variety of fiction and non-fiction to cultivate critical reading and garner text evidence to support literary analysis; complete an independent reading assignment that requires analysis of cultural perspective; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer’s Workshop assignments that include the study of mentor texts, that promote effective use of language, and that require reflections on progress when researching texts and creating an argument essay.</p>
<p>Grade Level(s): 11th Grade – General College Prep and Accelerated Levels</p>	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Literature is often rooted in the history of the society from which it comes. • Themes in literature are universal and, generally, transcend culture and history. • Concepts, such as what constitutes fame and glory, can change depending on the values of a culture or time period. • The values of a society can be reflected in its written works; some written works can shape the values of a society. • Word choice can affect message and tone, convey meaning, and help a reader draw inferences and meaning from a text. • Reflecting and responding on, and asking questions about a text through discussion and/or writing can enhance understanding by challenging preconceived notions, exposing a person to others’ perspectives, and shaping new interpretations. • As in writing, incorporating textual evidence into discussion and writing will create stronger and more persuasive claims.
<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How does society define fame and glory across time? • How does literature reflect culture/society? • How does word choice affect a writer’s message? • How do we effectively discuss themes and craft to create better understanding of literature, ourselves, and our world? • How does employing textual evidence enhance a writer’s claim? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Literature is often rooted in the history of the society from which it comes. • Themes in literature are universal and, generally, transcend culture and history. • Concepts, such as what constitutes fame and glory, can change depending on the values of a culture or time period. • The values of a society can be reflected in its written works; some written works can shape the values of a society. • Word choice can affect message and tone, convey meaning, and help a reader draw inferences and meaning from a text. • Reflecting and responding on, and asking questions about a text through discussion and/or writing can enhance understanding by challenging preconceived notions, exposing a person to others’ perspectives, and shaping new interpretations. • As in writing, incorporating textual evidence into discussion and writing will create stronger and more persuasive claims.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<u>Reading Literature:</u> 1. Make inferences about characters based on the way the author uses different modes of characterization, such as direct and indirect characterization. 2. Identify and explain the development of a character over the course of the text. 3. Identify the impact of story structure (i.e., frame narrative) on the purpose of the text. 4. Understand and interpret what the author directly states versus what is intended (i.e. sarcasm, verbal irony and understatement). 5. Apply understanding of figurative language and word choice to objectively summarize the purpose of the text. 6. Create connections between the source text and other interpretations of the text (i.e. Gardner's <i>Grendel</i> and Gareth Hinds' graphic novel interpretation of <i>Beowulf</i>). 7. Analyze how texts from different authors or time periods treat the same thematic concept.	1. RL.11.1 2. RL.11.2; RL.11.4 3. RL.11.3; RL.11.5 4. RL.11.3; RL.11.6; L.11.5 5. RL.11. 4 6. RL.11.7 7. RL.11.2
<u>Writing:</u> 8. Demonstrate an understanding of literature by responding to written prompts, with specific references to the text(s). 9. Establish a claim for a literary analysis that is supported with evidence from a minimum of two class texts. 10. Demonstrate research skills by finding additional texts to support claim. 11. Analyze and self-edit one's writing with a focus on diction, transitions, syntax in order to enhance text cohesion and maintain formal language. 12. Create effective openings and closings to present, clarify and complete an analysis.	8. W.11.9 9. W.11.1a 10. W.11.8 11. W.11.1c; W.11.1d; W.11.4 12. W.11.1e
<u>Speaking and Listening:</u> 13. Participate in collaborative discussions based on a single topic in the form of Socratic Seminar, large and small group discussions. 14. Support statements with specific references to seminar/discussion texts as well as major works studied in class, as well as references to various media (i.e. film, television). 15. Speak clearly with articulation and audibility and listen attentively; respond to peer-comments by reiteration and paraphrasing; explicitly identify formal and informal language as well as when to use each appropriately.	13. SL.11.1a; SL.11.1b; SL.11.1c; SL.11.1d 14. SL.11.2 15. SL.11.3; SL.11.4; SL.11.6
<u>Language:</u> 16. Identify fragments/run-ons, purposeful deviation from grammatical convention and parallelism in texts.	16. L.11.1; L.11.2; L.11.3

17. Analyze portions of major works and supplementary texts to determine meaning of important vocabulary and their connotations/denotations using context clues.	17. L.11.4; L.11.4a: L.11.4b
18. Predict meanings of text vocabulary words and define words using dictionary	18. L.11.4c; L.11.4d
19. Apply understanding of text vocabulary in student’s writing.	19. L.11.6

Inter-Disciplinary Connections:

History:

- Students will study Anglo-Saxon and medieval history such as the initial settlement in Britain, the rise and fall of the feudal system, development of social classes, the influence of the church and government on the development of the English language.
- Students will study art and music from the time period and make inferences about the people who created it based on what they see.

Students will engage with the following text:

Elements of Literature, 6th Course or

Prentice Hall Literature The British Tradition, Common Core Edition

Major Work(s): Beowulf

Short Stories with Thematic Connections: “Sir Gawain and the Green Knight,” “Le Morte D’Arthur,” “The Sword in the Stone”

Poetry for Thematic Connections: “Ozymandias” by Shelley, “Holy Sonnet 10” (“Death Be Not Proud”) by Donne, “Ode to a Suit” by Neruda, “Ode on a Grecian Urn” by Keats, “When I Have Fears” by Keats, “To An Athlete Dying Young” by A.E. Housman, “The Soldier” by Rupert Brooke, “Wirers” by Siegfried Sassoon, “Anthem for Doomed Youth” by Wilfred Owens

Supplemental Texts:

Independent Reading: Students will be provided with a list of suggested titles, and will choose a fiction or non-fiction text to read. Students will be required to read independently throughout the school year.

- *Beowulf*, the graphic novel by Gareth Hinds
- Excerpts from *Grendel* by John Gardner

Mentor Texts:

Examples of argument from *Everything’s An Argument*

WRITING WORKSHOP: Students will engage in the writing process for the following assignment. Included are mentor text titles.

• **Writing Workshop -- ARGUMENT:**
 Completion of literary analysis writing that presents an argument for ideas about fame and glory.
 (CCCS RL.11.1; RL.11.6; W.11.1; W.11.4; W.11.5; W.11.6; W.11.7; W.11.8; W.11.9; L.11.1; L.11.2; L.11.3; L.11.6; could also incorporate RI standards based on prompt and /or parameters set by teacher)

Suggested Essay Prompts (Teacher may assign or students may choose one):
 All essays must include an MLA Works Cited page, parenthetical citations, and be formatted according to MLA standards. Students are also required to research, annotate, and incorporate at least one additional text. Teacher may require students to also submit their additional annotated text.

1. How do you define fame and glory? Using evidence from a minimum of two class texts, in addition to at least one additional text you find on your own, develop and support an extended definition on fame and glory.
2. What does it mean to achieve fame and glory? Using evidence from a minimum of two class texts, in addition to at least one additional text you find on your own, develop and support an explanation of how one achieves fame and glory.
3. Has the concept of fame and glory changed over time? Using evidence from a minimum of two class texts, in addition to at least one additional text you find on your own, analyze if and how the global concept of fame and glory has changed over time.
4. How does a fictional writer’s concept of fame and glory differ from that of the “real world”? Using evidence from a minimum of two class texts, in addition to at least one additional text you find on your own, explain the differences and/or similarities between the two.

Prompts address the following essential questions:

- How does society define fame and glory across time?
- How does literature reflect culture/society?
- How does word choice affect a writer’s message?
- How does employing textual evidence enhance a writer’s claim?

VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction.

<p>The following words may be taught in any order throughout the marking period in preparation for the cumulative exam. The ten words with * indicate that the word should be taken off the list for 3CP.</p> <ol style="list-style-type: none"> 1. Approbation 2. Decadence 3. Elicit 	<ol style="list-style-type: none"> 31. Salient 32. Paragon 33. Reparation 34. Solace 35. Adamant 36. Adulation 37. Anathema 38. Adversary
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4. Intercede	39. Affliction
5. Lurid	40. Altruistic*
6. Meritorious	41. Decorum
7. Prerogative	42. Gregarious
8. Provincial	43. Indigenous
9. Aplomb*	44. Staunch
10. Callow	45. Subordinate
11. Epitome	46. Dauntless
12. Intrinsic	47. Tenet
13. Occult	48. Plight
14. Acculturation*	49. Magnanimous
15. Adventitious*	50. Panacea
16. Commiserate	51. Implicit
17. Enjoin*	52. Vehement
18. Sangfroid*	53. Berate
19. Archetype	54. Antithesis
20. Irrevocable	55. Infallible
21. Equitable	56. Regress
22. Sepulchral*	57. Dexterous
23. Unwieldy	58. Zealot
24. Restitution	59. Ubiquitous
25. Stalwart	60. Inundate
26. Gauntlet	
27. Egregious*	
28. Pretentious	
29. Munificent*	
30. Pernicious*	

INDEPENDENT READING – Options with curriculum connections

Independent Reading: Students can be provided with a list of suggested titles, and will choose fiction or non-fiction texts to read. Students will be required to read independently throughout the school year.

Suggested Titles:

1984

Brave New World

Invisible Man

Portrait of the Artist as a Young Man

Picture of Dorian Gray

Jane Eyre

Animal Farm

The Curious Incident of the Dog in the Night-time

Hitchhiker's Guide to the Galaxy
The Hobbit
The Time Machine
Watchmen
Devil in the White City
Angela's Ashes
Strange Case of Dr. Jekyll & Mr. Hyde
Frankenstein
A Tale of Two Cities
Pride and Prejudice
Dracula
War of the Worlds
The Once and Future King
Lord of the Flies
Grendel
Wuthering Heights
Or another approved British Literature text of your choosing.

Accommodations/Modifications: teacher may choose to assign short stories, non-fiction, or various novel excerpts

SOCRATIC SEMINAR – Possible Topics and Texts

Discuss the definitions of a hero and/or the concepts of fame and glory.

Socratic Seminar Texts:

- "What Makes A Hero?" by Philip Zimbardo (on shared directory)
- "On Revenge" by Sir Francis Bacon (abridged version in *Touchstones, Vol. A*)
- "The Knight's Tale" by Geoffrey Chaucer (abridged version in *Touchstones, Vol. A*)

Read example of argument/literary analysis and discuss how writer's effectively analyze text and present information.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole Group Instruction:

·Mini-lessons, Teacher Modeling, and Lecture:

oMini-lessons/Teacher Modeling: Annotation of texts for word choice, symbolism, and theme development; How to develop and support a claim for a literary analysis

oLecture: Archetypal Characters: Epic Hero and Villain, relevant information regarding time periods covered in unit, introduction of fame and glory theme analysis

·Notes: On Lectures and Readings regarding Anglo-Saxon culture, Archetypal Characters: Epic Hero and Villain, Evolution of the English Language, Medieval Culture

·Socratic Seminar: Use texts to explore the idea of how heroism is defined by different cultures and time periods

Accommodations/ Modifications: graphic organizers, provide guided notes and copies of notes, modeling, provide Socratic questions prior to lesson, break lessons and information into smaller portions, provide historical context before units if not previously covered

Small-Group Instruction:

Students will explore the following topics through collaborative activities such as Think, Pair, Share; Placemat; and Jigsaw:

- Text analysis, annotations, and citations – Working together to completed detailed annotations to use in Socratic seminars
- Vocabulary in Context – Locating content specific words and describing why and how each is used in a specific piece
- Writing Workshop Conferences: Students routinely share and edit each other’s writing
- Reader’s/Writer’s Notebooks responses: Students routinely share and edit each other’s writing

·Book talks/ Literature Circles: Non-fiction based book talks by teacher on works studied in this unit; Literature Circles on excerpts from suggested text focusing on word choice, structure, and use of first and secondary sources.

Accommodations/ Modifications: assign cooperative learning groups to ensure effective work and socialization, provide checklists, provide detailed and concise rubrics

Individual Assignments:

- Reader’s/Writer’s Notebook: Routine writing which focuses on non-fiction and editorial writing, building modern definitions for slang terms in form dictionary style, using first person accounts to reflect on an incident, using vivid details to bring an event to life, editing word choice for domain specific vocabulary and to suit author’s intended purpose .
- Vocabulary Work in Context: Utilize a minimum of 5 vocabulary words in literary analysis essay
- Narrative Benchmark/Performance Assessment Suggestions:
 - o Write an original ode with a thematic connection to unit to perform as an Anglo-Saxon
 - o Fame and Glory Timeline
 - O Narrative Reading Benchmark (*Grendel* excerpt)

- Independent Reading: Student- selected novels; teacher may provide a list from which students may choose; teacher may assign specific title(s)
- Writing Workshop Assignment: Literary Analysis Essay
- Socratic Seminar: reading and annotating non-fiction works in preparation of discussing them with peers

Accommodations/ Modifications: provide graphic organizers, model examples, allow students to read short stories and/or poetry in lieu of a novel for independent reading

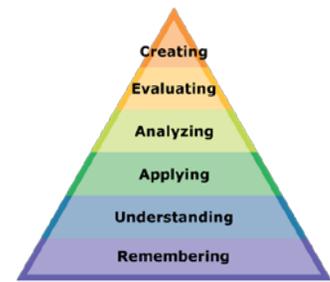
Technology:

- Use of SmartBoard, projector, PowerPoint, YouTube.com, DVD. Various pictures, texts, movies, or clips (including those with sound) can be displayed on the Board to highlight specific points.
- Use of SmartBoard as an interactive tool to demonstrate how to annotate.
- Use of SmartPens to annotate (underline, circle, or highlight) key points of a text.

Accommodations/ Modifications: model how to navigate through technology, specific word processors, websites, and databases using the SmartBoard, provide detailed and concise instructions and rubrics

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

Bloom's Levels: *Remembering, Understanding, Applying*

· **Vocabulary homework:** Unit activities and quizzes.

· **Vocabulary in Context:** notebooks quizzes and/or routines for using and sharing new words gleaned from readings in various content-areas.

· **Notes:** Notebook checks & quizzes; collaborative & independent reflections.

· **Quizzes:** Reading check quizzes that require recall of narrative elements, events, figurative language; Quizzes that require identification and application of grammatical conventions; include open-ended responses that require use of textual evidence.

· **Warm-up & Closure activities:** Activities related to learning objectives that engage students in applying skills, evaluating text, determining main ideas, and generating thoughts through writing tasks; use of graphic organizers and exit slips as appropriate.

· **Whole-class observations, discussion, and questioning**

· **Socratic Seminar:** Prep-work, including reading and annotation of text; written responses to central questions; evaluations of peers and self-evaluation based on individual goals for participation.

· **Reader's / Writer's Notebooks:** Responses to independent reading, making connections to real-life events that correspond to events in the novel or topics/themes in informational articles; collection of writing ideas; development of narrative writing; revisions for word choice, grammar, and sentence structure.

· **Individual writing conferences:** Student-teacher and peer-to-peer conference discussions and observations offer opportunity for teacher evaluation; students should also engage in self-evaluation and reflection.

· **Class participation and Homework:** Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on the following: text annotations; student-based questions; and analysis of characters, language, story elements, and themes, especially as they relate to real life.

· **Independent reading assessment:** Homework, classwork, and quizzes; based on reading response and analysis of elements studied in this unit.

Accommodations/Modifications:

Include word banks, extended time, bold instructions, repeat and clarify directions as needed, provide thorough instructions, make assessments visually appealing and organized, provide after-school support, chunk sections and/or reduce quantity of section, incorporate alternative assessments especially those using technology and manipulatives.

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

Bloom's Levels: *Understanding, Applying, Analyzing, Evaluating*

- Summer Reading Assessment
- Vocabulary Cumulative Mastery Test
- Narrative Reading Benchmark Assessment/Performance Assessment
- Literary Analysis Essay

Accommodations/Modifications:

Include word banks, extended time, preferential seating, bold instructions, repeat and clarify directions as needed, provide thorough instructions, make assessments visually appealing and organized, provide after-school support, chunk sections and/or reduce quantity of section, incorporate alternative assessments especially those using technology and manipulatives.

Performance Assessments:

The following assessments require students to transfer knowledge in the creation of original work.

Bloom's Levels: *Applying, Analyzing, Evaluating, Creating*

Options (choose 1):

Benchmark-style reading assessment (*Grendel* excerpt)

- RL.11.1-5
- W.11.1,4,9,10
- L.11.1,2,4

Fame and Glory Timeline Project showing progression throughout time (can provide options for project medium such as a twitter feed, power point, poster, prezi, etc . . .) NOTE: if assigning this performance assessment, students should probably not be allowed to write on essay prompt #3 as it is somewhat similar in nature.

- EQ: *How does society define fame and glory across time?*
- RL.11.2-3, 9
- W.11.4, 8
- L.11.1-2

Original ode with a thematic connection to unit to perform as an Anglo-Saxon.

- EQ: *How does word choice affect a writer's message?*
- SL.11.4
- W.11.4, 8
- L.11.1-2
- RI.11.1, 7

Accommodations/Modifications:

| Focus on content and effort, reduce value of artistic ability, choose cooperative learning groups to ensure effective work and socialization skills, emphasize technology and manipulatives in alternative assessment formats. |

UNIT 1 –Fame & Glory: Analysis of the Hero in the British Literature (M.P. 1)

Unit Summary: *This unit is designed to acquaint students with literature that illustrates different perspectives on fame and glory across multiple time periods. By studying the language and culture of Anglo-Saxon, Medieval, and modern society, students will be able to deeply understand author purpose and historical viewpoints, and will use this knowledge to identify how heritage and values impact style, tone, and content in literature. Students will recognize how literary traditions have evolved and how themes endure in modern literature. Students will engage in annotated close reading of a variety of fiction and non-fiction to cultivate critical reading and garner text evidence to support literary analysis; complete an independent reading assignment that requires analysis of cultural perspective; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer’s Workshop assignments that include the study of mentor texts, that promote effective use of language, and that require reflections on progress when researching texts and creating an argument essay.*

ESSENTIAL QUESTIONS: How does society define fame, glory, and heroism across time? How does literature reflect culture/society? How do authors construct effective literary analysis through argument writing?

ASSESSMENTS:

Summative/Performance Assessments (Tests/Essays/ Projects = 50%)

1. Summer Reading Essay Assessment (10%) (**benchmark pre-assessment for writing*)
2. Argument Writing Assignment (15%)
3. Reading (Benchmark-style) Assessment (15%) **Must align with standards RL/RI.9.1-5*
4. Vocabulary Cumulative Assessment (10%)

Formative Assessments (Classwork & Homework = 20%; Quizzes = 30%)

These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar).

Benchmark Pre-Assessment for Reading: Non-fiction text (MC & OE responses paired with visual text =0%)

TEXTS:

- **Anthology:** Prentice Hall Literature, *The British Tradition*, Common Core Edition
Major Work: *Beowulf*
Thematic Connections: “Sir Gawain and the Green Knight,” “Le Morte D’Arthur,” “The Sword in the Stone” (**Consider titles that reflect various cultural experiences.*)
- **Mentor Texts** -- Examples of argument writing available through www.thewritesource.com and *Everything’s An Argument*
- **Poetry** (Thematic connections to fame/glory and cultural views on heroes): “Ozymandias” by Shelley, “Holy Sonnet 10” (“Death Be Not Proud”) by Donne, “Ode to a Suit” by Neruda, “Ode on a Grecian Urn” by Keats, “When I Have Fears” by Keats, “To An Athlete Dying Young” by A.E. Housman, “The Soldier” by Rupert Brooke, “Wirers” by Siegfried Sassoon, “Anthem for Doomed Youth” by Wilfred Owens

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Argument	Speaking & Listening	Language
<ul style="list-style-type: none"> • How and why do good readers infer meaning from complex text? • How and why do good readers ask questions about the text they are reading? • How do conflicts shape and/or reflect society? • Why does the hero/villain archetype persist and what do they symbolize? 	<ul style="list-style-type: none"> • How does employing textual evidence enhance a writer’s claim? • How much detail do I need to support a point and achieve my purpose? • What can be learned from studying mentor texts? • Why does an author choose to vary sentence structure and employ punctuation in a specific way? 	<ul style="list-style-type: none"> • How do we effectively discuss themes and craft to create better understanding of literature, ourselves, and our world? • How can we synthesize views to achieve consensus in collaborative discussions? 	<ul style="list-style-type: none"> • How does word choice affect a writer’s message? • Which rhetorical devices best support argument writing? • How does connotation affect meaning? • How does parallelism help achieve purpose?

STANDARDS for Learning Targets			
Reading (Fiction & Nonfiction)	Writing Narrative	Speaking & Listening	Language
<p><u>Key Ideas & Structure</u> Close Readings/Annotations RL11.3 – Characters: Analysis of traits and flaws in relation to conflict development; archetypes RL11.6 – Point of View: Analysis of British cultural perspective & values reflected in literature RI11.6 – Author Purpose: Analysis of how author present argument/author choices in rhetoric Irony: Identify its use and analyze its effect on development of plot and characters. Imagery: Evaluate its effect on portrayal of events, setting, & characters. Symbolism: Evaluate its contributions to theme development. RL.11.2/RI11.2 – Theme: Analyze contributing factors to its development; cite textual evidence to support such analysis; analyze thematic connections in literature studied RI11.1/RI11.1 RI11.5 – Structure Argument development Text/Style Choices: Sentences, paragraphs RL.11.4 – Word Choice Tone: Diction, figurative language, imagery</p>	<p><u>Text Types & Purposes</u> W.11.1 a-e -- Argument Writing Present an argument about fame, glory, and heroism through literary analysis of texts. Writing Workshop: Use mentor text essays to note structure of argument; use notebooks entries to make connections among texts in this unit; writing may reflect personal views on heroism, fame & glory. Include rhetorical devices; demonstrate effective use of sentence structure & word choice W11.4, W.11.5, & W.11.6 -- Write, revise, and edit a rough draft for content and organization, grammar and mechanics. W.11.10 -- Portfolio Reflections <u>Research to Build & Present Knowledge</u> W.11.9 -- Use evidence from readings to support literary analysis and present argument</p>	<p><u>Comprehension & Collaboration</u> SL.11.1a & b – Review of Socratic Seminar Procedures: preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions. SL.11.1a -- *Mini- Seminars: Engage students in partner and small-group discussions that focus on a single question/goal/purpose to help scaffold speaking and listening skills, including questioning of text and of peers, as well as build on their abilities to analyze the development of heroes and how fiction reflects culture/society SL11.1 a-d, SL.11.4 -- *Full-class Socratic Seminar: Based on one text that allows for rich discussion that cultivates responses to essential questions; Consider diverse perspectives and respond thoughtfully to peers; paraphrase and summarize ideas of others; set individual and group goals <i>*Suggested thematic texts: “What Makes A Hero?”; “On Revenge”; “A Knight’s Tale”</i></p>	<p><u>Conventions of Standard English</u> L.11.1, L.11.2, L.11.3 -- Use appropriate sentence structure to achieve purpose; use of parallelism; demonstrate understanding of rhetorical devices. <u>Knowledge of Language</u> L.11.3a -- Revise for content, organization, and word choice</p>
<p><u>Range of Reading</u> RL.11.10 Poetry: Epic of <i>Beowulf</i> & other titles Short Stories Mentor Texts: Argument & Literary Analysis *Independent Reading Choice: Annotate for elements/devices studied in class; emphasis on cultural perspectives and factors that contribute to characterization.</p>	<p><u>Range of Writing</u> W.11.10 Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations</p>	<p><u>Presentation of Knowledge & Ideas</u> SL.11.4 Refer to text to support presentations of original ideas and personal perspectives in group discussions, including Socratic Seminar. *See curriculum document for possible seminar topics , texts, questions</p>	<p><u>Vocabulary Acquisition & Use</u> L.11.4, L.11.5, L.11.6 Use context clues to determine meaning; understand variations of words and parts of speech; analyze denotation vs. connotation of words; gather vocabulary knowledge independently.</p>

Tier 2 VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction.

The following words may be taught in any order throughout the marking period in preparation for the cumulative exam. The ten words with * indicate that the word should be taken off the list for 3CP.

1. Approbation	21. Equitable	41. Decorum
2. Decadence	22. Sepulchral*	42. Gregarious
3. Elicit	23. Unwieldy	43. Indigenous
4. Intercede	24. Restitution	44. Staunch
5. Lurid	25. Stalwart	45. Subordinate
6. Meritorious	26. Gauntlet	46. Dauntless
7. Prerogative	27. Egregious*	47. Tenet
8. Provincial	28. Pretentious	48. Plight
9. Aplomb*	29. Munificent*	49. Magnanimous
10. Callow	30. Pernicious*	50. Panacea
11. Epitome	31. Salient	51. Implicit
12. Intrinsic	32. Paragon	52. Vehement
13. Occult	33. Reparation	53. Berate
14. Acculturation*	34. Solace	54. Antithesis
15. Adventitious*	35. Adamant	55. Infallible
16. Commiserate	36. Adulation	56. Regress
17. Enjoin*	37. Anathema	57. Dexterous
18. Sangfroid*	38. Adversary	58. Zealot
19. Archetype	39. Affliction	59. Ubiquitous
20. Irrevocable	40. Altruistic*	60. Inundate

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Course Name:

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PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: English 3 & 3A Unit 2: Argument & Research</p>	<p>Unit Summary: This unit will utilize a variety of resources and media in order to prepare juniors for future college level research writing. Students will analyze satirical and argument texts from the 17th and 18th centuries and modern day to identify and evaluate authors' use of structural and organizational strategies, in addition to analyzing how argumentative techniques can work across a variety of genres. They will write a 3-5 page argument essay using a minimum of 3 sources from research to present claims and counter-claims on an issue. Students will focus on methods of expanding and developing details in a logical and organized way as well as implementing proper tone and diction. They will be given a number of model texts to mimic and edit during this process. Students will revise this argument essay through writing conferences, peer-editing and self-editing periods. Grammatical conventions learned in units 1 and 2 will be applied to these editing and revision processes. Annotation skills established in unit 1, and honed in unit 2, will be employed heavily during the independent research process. Students will continue to develop speaking and listening skills in Socratic Seminars, with a focus on student-generated topics for discussion, and building and responding to peers' ideas and statements in discussion. Students will also continue the independent reading process.</p>
<p>Grade Level(s): 11th Grade—College Prep and Accelerated Levels</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How does an author use different writing styles to criticize and/or comment on historical happenings? • How does valid evidence support, develop, and strengthen a writer's claim? • How do purpose and audience influence format and style? • How do the various elements of writer's craft work together to appeal to a particular audience and convey a specific message? • How does a presenter effectively convey ideas to an audience?
<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Writers use different writing styles to influence the opinions of others and reflect the world around them. • An author will use different styles, genre, and word choice depending on his or her socioeconomically status, political affiliations, and personal goals. • Strong arguments are well-researched, have a clear claim that is well supported by evidence, and acknowledges and refutes counter-claims. • Authors attempt to appeal to their audience through logos, pathos and ethos; these appeals ultimately make the argument more persuasive. • Writer's craft successful arguments by fully developing and elaborating details. Sources of information must be evaluated based on currency, bias, and accuracy. • Thoroughly reading and annotating sources for information will improve understanding of a topic and ultimately the quality of the paper. • Effective word choice that considers shades of meaning to improve writing helps to create voice and tone. • Making appropriate choices with regard to the quality and amount of material quoted and paraphrased in a paper will improve the validity of 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Writers use different writing styles to influence the opinions of others and reflect the world around them. • An author will use different styles, genre, and word choice depending on his or her socioeconomically status, political affiliations, and personal goals. • Strong arguments are well-researched, have a clear claim that is well supported by evidence, and acknowledges and refutes counter-claims. • Authors attempt to appeal to their audience through logos, pathos and ethos; these appeals ultimately make the argument more persuasive. • Writer's craft successful arguments by fully developing and elaborating details. Sources of information must be evaluated based on currency, bias, and accuracy. • Thoroughly reading and annotating sources for information will improve understanding of a topic and ultimately the quality of the paper. • Effective word choice that considers shades of meaning to improve writing helps to create voice and tone. • Making appropriate choices with regard to the quality and amount of material quoted and paraphrased in a paper will improve the validity of

a student's argument, and appeal to logos.

- Strong claims, counter-claims and use of transition words and phrases in-between body paragraphs improves the quality of a paper.
- Using library databases as a research may prove more effective than doing a google.com search.
- Using formal, academic language and diction, in addition to appropriate and varied sentence structure improves the quality of the writing.
- Organization, good public speaking skills, and visual aids enhance a presentation and facilitate understanding |

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p>Reading:</p> <ol style="list-style-type: none"> 1. Infer the topic and purpose of informational text through close reading and annotation 2. Identify and explain how the writer of an informational text organizes information through use of facts (i.e. statistics, case studies, interviews) 3. Identify and interpret what an author directly states versus what is intended (i.e. satire, understatement, exaggeration, hyperbole, verbal irony, or sarcasm) while presenting and criticizing specific aspects of society. 4. Identify and explain how the writer of an argument organizes and develops an argument, through persuasive appeals and rhetorical strategies 5. Analyze an author’s word choice and explain how the diction supports the text’s purpose. 6. Apply a student-developed essential question to the research process and evaluate sources from research for their connection to that question. 7. Evaluate the credibility of a variety of informational sources reporting on the same event: informal blogs, respected news publications, and small news organizations. 8. Identify the impact of story structure (i.e., frame narrative) on the purpose of the text. 	<ol style="list-style-type: none"> 1. RI.11.1; RI.11.2; RI.11.3 2. RI.11.1; RI.11.2; RI.11.3 3. RI.11.2; RI.11.5; RI.11.6; RL.11.3; RL.11.6; L.11.5 4. RI.11.2; RI.11.5; RI.11.6 5. RI.11.4 6. RI.11.7 7. RI.11.2 8. RL.11.3; RL.11.5
<p>Writing:</p> <ol style="list-style-type: none"> 9. Establish a claim that is clearly supported with evidence from research and anticipate counter claims by acknowledging them and responding to them. 10. Create an organized framework (i.e. notecards, outline) of ideas and quotations from research as the first step in the writing process; cite ideas and quotations from research. 11. Compose and revise a first and a final draft of a researched argument essay, using peer editing and writing conferences to edit, expand and enhance writing. 12. Analyze and self-edit one’s writing with a focus on diction, transitions, syntax in order to enhance text cohesion and maintain formal language. 13. Create effective openings and closings to present, clarify and complete an argument. 14. Demonstrate an understanding of text by responding to written prompts, with specific references to the text. 15. Write organized short commentaries and editorials in response to current articles from local newspaper about societal issues inherent in urban life such as gang violence and drug abuse. 	<ol style="list-style-type: none"> 9. 10. W.11.1a; W.11.1b; W.11.9 11. W.11.1a; W.11.1b; W.11.4; W.11.5; W.11.9 12. W.11.1c; W.11.1d; W.11.4; W.11.5; W.11.8 13. W.11.1c; W.11.d; 14. W.11.1e 15. W.11.9; W.11.10 W.11.9
<p>Speaking and Listening:</p> <ol style="list-style-type: none"> 16. Develop topics for collaborative discussions in the form of Socratic Seminar, large 	<ol style="list-style-type: none"> 16. SL.11.1; SL.11.1a; SL.11.1c; SL.11.1d

<p>and small group discussions.</p> <p>17. Build on classmates’ statements and ideas with specific references to seminar/discussion texts, major works studied in class, and references to various media (i.e. film, television).</p> <p>18. Present researched topics using technology and a variety of media.</p> <p>Language:</p> <p>19. Identify and define words (using context clues and reference materials) from argument and satire texts to determine meaning of important vocabulary and their connotations/denotations.</p> <p>20. Identify and define key terms from source texts in researched argument essay.</p> <p>21. Analyze portions of major works and supplementary texts to determine the use of content specific vocabulary and their impact on the audience.</p> <p>22. Revise researched argument writing for clauses/phrases, colons, compound-complex sentences, hyphens, parallelism, semi-colons spelling, and syntax.</p> <p>23. Apply understanding of content specific vocabulary to writing about a specific topic.</p>	<p>17. SL.11.1b; SL.11.1c; SL.11.1d SL.11.2</p> <p>18. SL.11.5</p> <p>19. L.11.1a; L.11.1b; L.11.3a; L.11.4a; L.11.4b; L.11.4c; L.11.4.d</p> <p>20. L.11.2; L.11.3; L.11.4; L.11.6</p> <p>21. L.11.4; L.11.4a; L.11.4b</p> <p>22. L.11.1; L.11.2; L.11.2a; L.11.2b</p> <p>23. L.11.6</p>
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Inter-Disciplinary Connections:

- Students will study the historical time periods of the 17th and 18th centuries for background on the historical and political events that influenced writing of satire as well as war/battle speeches.
- Students will study art and music from the time period and make inferences about the people who created it based on what they see.

Students will engage with the following text:

Elements of Literature, 6th Course or Prentice Hall Literature The British Tradition, Common Core Edition

Major Works: excerpts from *The Canterbury Tales* (selected characters from “The General Prologue,” “The Pardoner’s Tale,” “The Wife of Bath’s Tale”); “A Modest Proposal” (Swift); *Related texts:* from “A Vindication of the Right’s of Women” by: Mary Wollstonecraft; “Speech Before Her Troops” by Queen Elizabeth I; from “Gulliver’s Travels” by: Jonathan Swift

Poetry: “The Chimney Sweeper” (both versions) by William Blake; “The World Is Too Much With Us” by William Wordsworth; “Eve’s Apology in Defense of Women” by Amelia Lanier; “To His Coy Mistress” by Andrew Marvell

Supplemental Texts:
 Scenes from Films: Braveheart, The Last King of Scotland (speeches)

Mentor Texts:

Texts from research on topic for argument essay

WRITING WORKSHOP: Students will engage in the writing process for the following assignment. Included are mentor text titles.

Argument Research Paper (Writing Workshop): A documented essay, in the MLA style with:

- MLA Formatted Works Cited
- 3-5 pages
- Minimum of 3 sources
- Supported claim
- Refuted counter claim

Final essay might include:

- Expert Opinion/Testimony
- Persuasive Appeals (logos, pathos and ethos)
- Persuasive Techniques (rhetorical questions or anecdotes)

**Mentor Texts for Research Paper are same as Socratic Seminar texts to demonstrate argument.*

- **Reader's Response to Literature:** Entries in reader's/writer's notebooks to respond to literature read as a class and independent reading selections
- **Independent Reading:** teachers may choose to evaluate students on their independent reading with a written assignment.
- **Open-ended responses on quizzes/tests:** Short answer and open-ended responses using textual support.

Accommodations/ Modifications: assign specific topics based on ability, give checklists or step-by-step directions in writing, provide graphic organizers for brainstorming, provide model outlines, provide specific instructions and examples of parenthetical citations and MLA format of paper and works cited, reduce length of requirements for writing assignments, extended time on writing assignments, grade based on organization and content not mechanics, provide clear and concise rubric prior to assignment (in rubric, reduce value for spelling errors).

VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction.

The following words may be taught in any order throughout the marking period in preparation for the cumulative exam. The ten words with * indicate that the word should be taken off the list for 3CP.

1. Expostulate
2. Ameliorate*
3. Exhort
4. Infringe

30. Odium*
31. Dilatory*
32. Nebulous
33. Penury
34. Recapitulate*
35. Supposition
36. Gist
37. Sedentary
38. Abstemious*
39. Heresy
40. Specious

5. Ingratiate 6. Surmise 7. Stringent 8. Ascribe* 9. Nominal 10. Tenuous 11. Gossamer* 12. Remonstrate 13. Repudiate 14. Reverberate 15. Axiomatic* 16. Precept 17. Transient 18. Disabuse 19. Immutable* 20. Cadaverous 21. Beneficent 22. Desecrate 23. Pillage 24. Punctilious* 25. Reprove 26. Corpulent 27. Dissension/Dissident 28. Vindicate 29. Impugn	41. Absolve 42. Cupidity 43. Extenuating 44. Implicit 45. Incisive 46. Sanctimonious 47. Facetious 48. Espouse 49. Hierarchy 50. Contingent 51. Travesty 52. Cursory 53. Sordid 54. Disparity 55. Insinuate 56. Deride 57. Juxtapose 58. Lethargic 59. Impetuous 60. Enthrall
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INDEPENDENT READING – Options with curriculum connections

Independent Reading: Students can be provided with a list of suggested titles, and will choose fiction or non-fiction texts to read. Students will be required to read independently throughout the school year.

Suggested Titles:

- 1984
- Brave New World
- Invisible Man
- Portrait of the Artist as a Young Man
- Picture of Dorian Gray
- Jane Eyre
- Animal Farm
- The Curious Incident of the Dog in the Night-time
- Hitchhiker’s Guide to the Galaxy
- The Hobbit
- The Time Machine
- Watchmen
- Devil in the White City
- Angela’s Ashes
- Strange Case of Dr. Jekyll & Mr. Hyde
- Frankenstein
- A Tale of Two Cities
- Pride and Prejudice
- Dracula

War of the Worlds

The Once and Future King

Lord of the Flies

Grendel

Wuthering Heights

Or another approved British Literature text of your choosing.

Accommodations/Modifications: teacher may choose to assign short stories, non-fiction, or various novel excerpts

SOCRATIC SEMINAR – Possible Topics and Texts

Socratic Seminar and Mentor Texts: Focus on Persuasion and Argument

- From Everything's An Argument
 - "The Burden of Laughter: Chris Rock Rights Ignorance His Way" by Jack Chung
- From Models for Writers
 - "In Praise of the F Word" by Mary Sherry
 - "What Pro Sports Owners Owe Us" by Dave Zirin

"Too Many People Who Should Not Have Guns Do" by Leonard Pitts

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole Group Instruction:

- **Mini-lessons, Teacher Modeling, and Lecture:** Annotation of Text for Word Choice, Sentence Structure and word choice; Annotation of Text for use of figurative language, vivid details, and first and secondary sources (modern editorials)
- **Cornell Notes:** On Lectures and Readings regarding controversial topics, word meanings that have changed over time, common structures of non-fiction and editorial writing
- **Socratic Seminar:** Use modern editorials to generate discussion on the impact of author's use of style choice regarding word choice and structure.

Accommodations/ Modifications: break lessons and information into smaller portions, provide and assist with graphic organizers for brainstorming, provide model outlines, provide specific instructions and examples of parenthetical citations and MLA format of paper and works cited.

Small-Group Instruction:

Students will explore the following topics through collaborative activities such as Think, Pair, Share; Placemat; and Jigsaw:

- **Text analysis, annotations, and citations** – working together to completed detailed annotations to use in Socratic seminars
- **Vocabulary in Context** – Locating content specific words and describing why and how each is used in a specific piece
- **Writing Workshop Conferences:** Students routinely share and edit each other's writing
- **Reader's/Writer's Notebooks responses:** Students routinely share and edit each other's writing
- **Book talks/ Literature Circles:** Non-fiction based book talks by teacher on works studied in this unit; Literature Circles on excerpts from suggested text focusing on word choice, structure, and use of first and secondary sources.

Accommodations/ Modifications: assign cooperative learning groups and editing pairs to ensure effective work and socialization, provide editing checklists, provide examples and lists of proper editing symbols, provide detailed and concise rubrics, model proper editing techniques.

Individual Assignments:

- **Reader's/Writer's Notebook:** Routine writing which focuses on non-fiction and editorial writing, using vivid details to bring an event to life, editing word choice for domain specific vocabulary and to suit author's intended purpose .
- **Writing Workshop Assignment:** Argument Research
- **Vocabulary Work in Context:** Students regularly record and define words found in context of various readings across content areas and in independent reading.
- **Teacher's Choice Project Suggestions Based on Independent Reading:**
- Open-ended question-based test on independent selection
- Generic prompt for in-class essay on independent reading selection (possible examples listed below)
 - Select two characters or people from the text and compare and contrast them. How are they similar to or different from each other? What do you learn about human nature from these people?

- Describe the most important conflict in the text. How was it resolved? What might have happened if it was resolved in a different way?
- Book review inspired by the structure of a published review on another book
- Scrapbook or Time Capsule in which artifacts that are important to the setting, characters, or conflict in the book are creatively and carefully arranged and described in writing.
- Newspaper which includes realistic articles on pertinent topics, events and characters from the book (i.e. weather, reporting on a major event, interviews)

- **Independent Reading:** options: student selected novels; teacher may provide options or assign a class novel
- **Socratic Seminar:** Reading and annotating non-fiction works in preparation of discussing them with peers

Accommodations/ Modifications: model how to navigate through technology, specific word processors, websites, and databases using the SmartBoard, provide detailed and concise instructions and rubrics, break lessons and information into smaller portions, provide and assist with graphic organizers for brainstorming, provide model outlines, provide specific instructions and examples of parenthetical citations and MLA format of paper and works cited.

Technology:

- Use of SmartBoard, projector, Power Point, YouTube.com, DVD. Various pictures, texts, movies, or clips (including those with sound) can be displayed on the Board to highlight specific points.
- Use of SmartBoard as an interactive tool to demonstrate how to annotate.
- Use of SmartPens to annotate (underline, circle, or highlight) key points of a text.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Bloom's Levels: Remembering, Understanding, Applying

- **Vocabulary homework:** Unit activities and quizzes.
- **Vocabulary in Context:** notebooks quizzes and/or routines for using and sharing new words gleaned from readings in various content-areas.
- **Notes:** Notebook checks & quizzes; Cornell Notes; collaborative & independent reflections.
- **Quizzes:** Reading check quizzes that require recall of narrative elements, events, figurative language; Quizzes that require identification and application of grammatical conventions; include open-ended responses that require use of textual evidence.
- **Warm-up & Closure activities:** Activities related to learning objectives that engage students in applying skills, evaluating text, determining main ideas, and generating thoughts through writing tasks; use of graphic organizers and exit slips as appropriate.
- **Whole-class observations, discussion, and questioning**
- **Socratic Seminar:** Prep-work, including reading and annotation of text; written responses to central questions; evaluations of peers and self-evaluation based on individual goals for participation.
- **Reader's / Writer's Notebooks:** Responses to independent reading, making connections to real-life events that correspond to events in the novel or topics/themes in informational articles; collection of writing ideas; development of narrative writing; revisions for word choice, grammar, and sentence structure.
- **Individual writing conferences:** Student-teacher and peer-to-peer conference discussions and observations offer opportunity for teacher evaluation; students should also engage in self-evaluation and reflection.
- **Class participation and Homework:** Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on the following: text annotations; student-based questions; and analysis of characters, language, story elements, and themes, especially as they relate to real life.

Independent reading assessment: Homework, classwork, and quizzes; based on reading response and analysis of elements studied in this unit.

Accommodations/Modifications:

Quizzes: Include word banks, chunk sections and/or reduce quantity of section, extended time, bold instructions repeat and clarify directions as needed, provide thorough instructions, make assessments visually appealing and organized, provide after-school support.

Individual conferences to ensure student is on task with assignment, and to help improve specific writing skills, provide detailed and concise rubrics that focus on organization, content, the writing process, and student effort.

Enrichment Activities: independent research, increase research paper length requirement.

Summative Assessments:

Bloom's Levels: Understanding, Applying, Analyzing, Evaluating

- Vocabulary Cumulative Mastery Test
- Argument Research Paper (2 test grades): documented essay with a Works Cited, 3-5 pages, minimum of 3 sources, and a clearly supported claim with reference to counterarguments
 - Claim and Counter claim
 - Expert Opinion/Testimony
 - Persuasive Appeals (logos, pathos and ethos)
 - Persuasive Techniques (rhetorical questions or anecdotes)
- Mid-Year Reading Benchmark on Narrative and Informational Texts
- Teacher's Choice should align with Department Goals and CCCS
 - Suggestions:
 - Assess independent reading
 - Assign other related performance assessment

Accommodations/Modifications:

Individual conferences to ensure student is on task with assignment, and to help improve specific writing skills, provide detailed and concise rubrics that focus on organization, content, the writing process, and student effort.

Enrichment Activities: independent research, increase research paper length requirement

Performance Assessments:

Bloom's Levels: Applying, Analyzing, Evaluating, Creating

- **Teacher's Choice Project Suggestions Based on Independent Reading (choose 1):**
- Open-ended question-based test on independent selection
- Generic prompt for in-class essay on independent reading selection (possible examples listed below)
 - Select two characters or people from the text and compare and contrast them. How are they similar to or different from each other? What do you learn about human nature from these people?
 - Describe the most important conflict in the text. How was it resolved? What might have happened if it was resolved in a different way?
- Book review inspired by the structure of a published review on another book
- Scrapbook or Time Capsule in which artifacts that are important to the setting, characters, or conflict in the book are creatively and carefully arranged and described in writing.
- Newspaper which includes realistic articles on pertinent topics, events and characters from the book (i.e. weather, reporting on a major event, interviews)

Accommodations/Modifications:

Focus on content as opposed to neatness, creativity, and artistic value, provide detailed and concise rubrics that focus on organization, content, the writing/presentation process, and student effort.

Enrichment Activities: independent research, enhance presentation requirements.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: English 3 CP & A

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: English 3 & 3A Unit 3: The Art of Language: Writing to Inform and Explain</p> <p>Grade Level(s): English 3 College Prep and Accelerated</p>	<p>Unit Summary: This unit is designed have students evaluate how narrative techniques can be used successfully in a number of expository non-fiction writing tasks. There is a heavy focus on reading and writing informational texts in the modern word such as newspaper articles and editorials written for a variety of purposes and audiences. Students will observe how the desire to express one’s self and speak out about societal and global tragedies propelled the creation and development of journalism, reporting, and journal writing in British Literature during the 18th century and modern times. In addition, students will read poetry that uses language creatively and takes liberties to achieve a desired effect. Students will then focus on tone and word choice in order to appeal to a specific audience for a desired purpose. Students will analyze structure, vivid language, and use of first and secondary sources in order to report on events in clear, effect, and engaging ways.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> How does understanding a text’s structure & writer’s craft help me better understand its meaning and contribute to a critical response to literature? How do narrative techniques improve non-fiction writing? How does a writer establish tone to create a particular effect? How does employing textual evidence enhance a speaker’s claim? How do sentence structure and deviation from grammatical convention reflect the author’s purpose? How does diction and an awareness of connotation give a text a particular slant and affect a reader’s interpretation of the text? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> Understanding and analyzing why a text is structured a particular way can lead to a deeper understanding of the text’s meaning. Word choice can affect message and tone, convey meaning, and help a reader draw inferences and meaning from a text. People will always have to need to report on monumental events in both object and subjective ways. Powerful writing can influence public opinion, political activity, and even create and popularize various words and phrases within a dialect. An author will use different styles, genre, and word choice depending on his or her socioeconomically status, political affiliations, and personal goals. Using writing techniques such as irony, wit, and hyperbole improve the effectiveness and appeal of non-fiction writing. Using narrative techniques such as vivid details and figurative language help improve the appeal of non-fiction writing. Being able to distinguish fact v. opinion helps a writer achieve his or her goals when writing. Following conventions of a genre helps a write achieve his or her goals when writing a particular piece. Redirecting conversation so that it remains on topic will help the group reach a greater understanding of the text Incorporating first and secondary sources as textual evidence into discussion will create stronger and more persuasive claims and improve an author’s credibility. Editing word choice a method of presentation can greatly influence and appeal to different audiences.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<u>Reading</u>	
1. Evaluate the credibility of a variety of informational sources reporting on the same event: informal blogs, respected news publications, small news organizations, and other media or formats.	1. RI.11.2; RI.11.7
2. Identify narrative techniques (vivid description or metaphor) used in various non-fiction articles and how they impact the effectiveness of the piece.	2. RI.11.5; RI.11.6
3. Identify content specific words in various non-fiction writing and conjecture as to the author's purpose in using them (i.e. to appeal to a specific audience or give the piece a specific slant)	3. RI.11. 4
4. Analyze the specific structure and word choice of various non-fiction writing and decide how it reflects the author's personal feelings on the issue (religious or political leanings).	4. RI.11.1
<u>Writing:</u>	
5. Successfully use word choice and structure to reflect purpose in a piece of non-fiction writing.	5. W.11.2.; W.11.3c;
6. Write expository essay on the impact of language in today's world (i.e. slag)	W.11.3d; W.11.4
7. Use programs such as Power Point, Prezi, Smartboard Tools, Youtube, and Ted Talks to research and present information in the performance assessment	6. W.11.9
8. Select and integrate appropriate first and secondary sources into non-fiction writing	7. W.11.6;11.7;11.8
9. Use narrative techniques to create engaging openings and closings to non-fiction writing	8. W.11.2b; SL.11.1b;
	SL.11.1c; SL.11.1d
	9. W.11.2a;W.11.2f
10. Participate in collaborative discussions based on a single topic in the form of Socratic Seminar, large and small group discussions.	10. SL.11.1a; SL.11.1b;
11. Support statements with specific references to seminar/discussion texts as well as major works studied in class, as well as references to various media (i.e. film, television).	SL.11.1c; SL.11.1d
12. Speak clearly with articulation and audibility and listen attentively; respond to peer-comments by reiteration and paraphrasing; explicitly identify formal and informal language as well as when to use each appropriately.	11. SL.11.2
13. Develop essential and probing questions to discuss with peers related to the text	12. SL.11.3; SL.11.4;
14. Begin to notice when discussion goes off topic and successfully redirect conversation back to the issues being discussed	SL.11.6
	13. SL.11.1.c
	14. SL.1.d

Inter-Disciplinary Connections:

History:

- Students might examine more modern occurrences such as the Great Depression or Hurricane Sandy before reading the included non-fiction writing.
- Report on a major current event.

Students will engage with the following text:

Elements of Literature, 6th Course or

Prentice Hall Literature The British Tradition, Common Core Edition

Major Works: "Journal of a Plague Year" (Defoe), "Diary of Samuel Pepys", "A Dictionary of the English Language" (Johnson), "Shooting an Elephant" (Orwell)

Related Texts: *from* Politics of the English Language (Orwell)

Poetry: "To A Mouse" (Burns), "To A Louse" (Burns), "Jabberwocky" (Carroll) (shows creative use of language to create a desired effect)

Novels: Selected British Literature Novel; this would be a good marking period to teach a class novel or specific, selected novels, if desired.

*Novels may be taught as whole class, literature groups, or as independent reading.

Accommodations/ Modifications: Add graphic novels and Retold Classics, highlight and underline ideas in reading material, provide students with summaries and paraphrasing, allow students to listen to audio recordings of readings, provide guiding questions to complete when reading to ensure an understanding of main ideas, provide students with guided notes or copies of notes, incorporate media and audiovisual representation of material (Ex: YouTube, television shows, Discovery Education, etc.)

WRITING WORKSHOP: Students will engage in the writing process for the following assignment.

Included are mentor text titles.

- **Non-fiction (Writer's Workshop):** Expository essay on the evolution and/or impact of language (suggested prompt on Shared Directory)
- **Reader's Response to Literature:** use of reader's/writer's notebooks to respond to and apply author's use of sensory details, sentence structure, figurative language; analysis of structure and diction; reflection on the importance of audience and purpose when creating tone
- **Open-ended responses on quizzes/tests or in reader's notebooks:** Short answer and open-ended responses using textual support from various suggested readings.

Mentor Texts:

- “The Lamentable Death of Bae” by James Hamblin
- Excerpts from *Urban Dictionary*
- Excerpts from *World War Z* (Brooks)
- “On Seeing England for the First Time” (Kincaid)
- “Journal of a Plague Year” (Defoe)
- “A Dictionary of the English Language” (Johnson),
- Excerpt from *The Worst Hard Times* (Egan)
- “Brendan McDonough Believes Everything Happens for a Reason” (Nellans)

Accommodations/ Modifications: model brainstorming, extended time on writing assignments, give checklists or step-by-step directions in writing, reduce length of requirements for writing assignments, provide graphic organizers, reduce number of open-ended questions, grade based on organization and content not mechanics, provide clear and concise rubric prior to assignment (in rubric, reduce value for spelling errors) |

VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction.

<p>The following words may be taught in any order throughout the marking period in preparation for the cumulative exam. The 10 words with * indicate that the word should be taken off the list for 3CP.</p> <ol style="list-style-type: none">1. Unctuous*2. Bombastic3. Drivel4. Inveigh*5. Circuitous6. Inadvertent7. Affable8. Amorphous*9. Erudite10. Inscrutable11. Scurrilous*12. Blazon13. Vapid14. Transmute15. Crass16. Disconcert17. Grandiose18. Mitigate19. Prate*20. Redoubtable*21. Acrimonious*22. Consternation23. Expurgate*24. Susceptible25. Astute26. Equivocate27. Debonair28. Imperious29. Invective	<ol style="list-style-type: none">30. Censurable31. Disseminate32. Ostentatious33. Prosaic*34. Scintillating35. Superfluous36. Equivocate37. Analogy38. Complement39. Misconstrue40. Terse41. Prolific42. Austere43. Perfunctory*44. Contrite45. Lucid46. Verbose47. Adept48. Deplorable49. Mitigate50. Emanate51. Imperative52. Transgress/Transgression53. Paramount54. Quandary55. Abrasive56. Ambiguous57. Vociferous58. Inane59. Propensity60. Attrition
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INDEPENDENT READING – Options with curriculum connections

Independent Reading: Students will be provided with a list of suggested titles, and will choose a fiction or non-fiction text to read. Students will be required to read independently throughout the school year.

*Novels may be taught as whole class, in literature groups, or as independent reading

Suggested Titles:

1984

Brave New World

Invisible Man

Portrait of the Artist as a Young Man

Picture of Dorian Gray

Jane Eyre

Animal Farm

The Curious Incident of the Dog in the Night-time

Hitchhiker's Guide to the Galaxy

The Hobbit

The Time Machine

Watchmen

Devil in the White City

Angela's Ashes

Strange Case of Dr. Jekyll & Mr. Hyde

Frankenstein

A Tale of Two Cities

Pride and Prejudice

Dracula

War of the Worlds

The Once and Future King

Lord of the Flies

Or another approved British Literature novel of your choosing.

Accommodations/Modifications: teacher may choose to assign short stories, non-fiction, or various novel excerpts

SOCRATIC SEMINAR – Possible Topics and Texts

Read one or both of the following texts and discuss how each writer present his information, analyzing diction, structure, narrative elements, etc.

Socratic Seminar Texts:

- "Don't Blame the Bible" by Leonard Pitts
- "The City and the Storm" by John Homans

After reading "Journal of the Plague Year" and "The Diary of Samuel Pepys" and discuss if and how Defoe's text is affected by the fact that he did not experience the events first hand versus Pepys who did.]

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole Group Instruction:

- **Mini-lessons, Teacher Modeling, and Lecture:**
 - **Mini-lessons/Teacher Modeling:** Annotation of Text for Word Choice, Sentence Structure and word choice (*Journal of a Plague Year; Dictionary of the English Language, etc*); Annotation of Text for use of figurative language, vivid details, and first and secondary sources (modern editorials); Crafting expository essay in parts (on a different section of language)
 - **Lecture:** How to use various structures and techniques in editorial writing; use of first and secondary sources; grammar and diction appropriate to the author's purpose; British history during the Restoration
- **Cornell Notes:** On lectures and readings regarding word meanings that have changed over time, common structures of non-fiction and editorial writing
- **Socratic Seminar:** Use modern editorials to generate discussion on the impact of author's use of style choice regarding word choice and structure.

Accommodations/ Modifications: graphic organizers, provide guided notes and copies of notes, modeling, provide Socratic questions prior to lesson, break lessons and information into smaller portions, provide historical context before units if not previously covered.

Small-Group Instruction:

Students will explore the following topics through collaborative activities such as Think, Pair, Share; Placemat; and Jigsaw:

- **Text analysis, annotations, and citations** – working together to complete detailed annotations to use in Socratic seminars
- **Vocabulary in Context** – Locating content specific words and describing why and how each is used in a specific piece
- **Writing Workshop Conferences:** Students routinely share and edit each other's writing
- **Reader's/Writer's Notebooks responses:** Students routinely share and edit each other's writing
- **Book talks/ Literature Circles:** Non-fiction based book talks by teacher on works such as but not limited to *Stiff* by Mary Roach or *The Immortal Life of Henrietta Lacks*; Literature Circles on excerpts from suggested text focusing on word choice, structure, and use of first and secondary sources.

Accommodations/ Modifications: assign cooperative learning groups to ensure effective work and socialization, provide checklists, provide detailed and concise rubrics, provide word banks, provide materials.

Individual Assignments:

- **Reader's/Writer's Notebook:** Routine writing which focuses on non-fiction and editorial writing, building modern definitions for slang terms in form dictionary style, using first person accounts to reflect on an incident, using vivid details to bring an event to life, editing word choice for domain specific vocabulary and to suit author's intended purpose
- **Vocabulary Work in Context:** Describe an event using student-gathered, in- context vocabulary
- **Performance Assessment Suggestions:**
 - Can be based on Independent Reading book
 - Performance Assessment should align with Department goals and CCCS
 - Create a presentation of a modern historical event using first and secondary sources in the style of texts read throughout the unit.
 - Event may be something the student actually experienced/witnessed (as Pepys) or did not (as Defoe); in either circumstance, student will need to provide the appropriate documentation and write in the style of the mentor texts.
 - Write an original newspaper editorial reporting on a major event in the story.
 - Research and present a formal report on historical or scientific information grounded in the plot of the book (i.e. dictators throughout the centuries in connection with The Hunger Games or genetic engineering in connection with Matched or Maximum Ride)

- **Independent Reading:** Student selected novels, teacher assigned novel or novels from a list.
- **Writing Workshop Assignment:** Completion of expository writing and regularly writing in notebooks
- **Socratic Seminar:** reading and annotating non-fiction works in preparation of discussing them with peers

Accommodations/ Modifications: graphic organizers, provide guided notes and copies of notes, modeling, reduce written quantity, individual writing conferences and assistance, individual presentations after school for students exempt from oral reading and presentations

Technology:

- Use of SmartBoard, projector, Power Point, YouTube.com, DVD. Various pictures, texts, movies, or clips (including those with sound) can be displayed on the Board to highlight specific points.
- Use of SmartBoard as an interactive tool to demonstrate how to annotate.
- Use of SmartPens to annotate (underline, circle, or highlight) key points of a text.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

Bloom's Levels: Remembering, Understanding, Applying

- **Vocabulary homework:** Unit activities and quizzes.
- **Vocabulary in Context:** notebooks quizzes and/or routines for using and sharing new words gleaned from readings in various content-areas.
- **Notes:** Notebook checks & quizzes; collaborative & independent reflections. (May use Cornell Notes.)
- **Quizzes:** Reading check quizzes that require recall of narrative elements, events, figurative language; Quizzes that require identification and application of grammatical conventions; include open-ended responses that require use of textual evidence.
- **Warm-up & Closure activities:** Activities related to learning objectives that engage students in applying skills, evaluating text, determining main ideas, and generating thoughts through writing tasks; use of graphic organizers and exit slips as appropriate.
- **Whole-class observations, discussion, and questioning**
- **Socratic Seminar:** Prep-work, including reading and annotation of text; written responses to central questions; evaluations of peers and self-evaluation based on individual goals for participation.
- **Reader's / Writer's Notebooks:** Responses to independent reading, making connections to real-life events that correspond to events in the novel or topics/themes in informational articles; collection of writing ideas; development of narrative writing; revisions for word choice, grammar, and sentence structure.
- **Individual writing conferences:** Student-teacher and peer-to-peer conference discussions and observations offer opportunity for teacher evaluation; students should also engage in self-evaluation and reflection.
- **Class participation and Homework:** Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on the following: text annotations; student-based questions; and analysis of characters, language, story elements, and themes, especially as they relate to real life.
- **Independent reading assessment:** Homework, classwork, and quizzes; based on reading response and analysis of elements

studied in this unit.

Accommodations/Modifications:

Include word banks, extended time, bold instructions, repeat and clarify directions as needed, provide thorough instructions, make assessments visually appealing and organized, provide after-school support, chunk sections and/or reduce quantity of section, incorporate alternative assessments especially those using technology and manipulatives.

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

Bloom's Levels: *Understanding, Applying, Analyzing, Evaluating*

- Vocabulary Cumulative Mastery Test
- Final Benchmark Assessment
- Expository Essay

Accommodations/Modifications:

Include word banks, extended time, preferential seating, bold instructions, repeat and clarify directions as needed, provide thorough instructions, make assessments visually appealing and organized, provide after-school support, chunk sections and/or reduce quantity of section, incorporate alternative assessments especially those using technology and manipulatives.

Performance Assessments:

- **Performance Assessment Suggestions:**
 - Can be based on Independent Reading book
 - Performance Assessment should align with Department goals and CCCS
 - Create a presentation of a modern historical event using first and secondary sources in the style of texts read throughout the unit.
 - Event may be something the student actually experienced/witnessed (as Pepys) or did not (as Defoe); in either circumstance, student will need to provide the appropriate documentation and write in the style of the mentor texts.
 - Write an original newspaper editorial reporting on a major event in the story.
 - Research and present a formal report on historical or scientific information grounded in the plot of the book (i.e. dictators throughout the centuries in connection with The Hunger Games or genetic engineering in connection with Matched or Maximum Ride).

Accommodations/Modifications:

Focus on content and effort, reduce value of artistic ability, choose cooperative learning groups to ensure effective work and socialization skills, emphasize technology and manipulatives in alternative assessment formats, assist group presentations with guided questions.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name:

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: English 3 & 3A Unit 4: The Human Condition: Analyzing the Language of Human Emotion and Experiences</p>	<p>Unit Summary: Now that students can identify craft, narrative structure, and make inferences regarding author’s grammatical and diction choices, they will be engaging in more complex and detailed text. They will read and analyze a variety of texts that explore different human emotions and experiences, such as the transition from innocence to experience, love, death, greed, religion, and the desire for power. Students will analyze how and why writers capture these emotions and experiences on paper. These higher level texts include a Shakespearean play and a variety of poetry. Students will analyze the texts for meaning and discover various literary devices while also analyzing their effect on the text. The texts can be connected by analyzing how different writers from various time periods sought to capture the basic experiences of human existence. Students will focus on how and why authors take risks and break conventions in order to be effective at conveying their messages. Since students now have an understanding of proper usage and grammar, students will attempt at “breaking” these rules in order convey their own personal message in a narrative exploring one of the thematic concepts covered in this unit.</p>
<p>Grade Level(s): 11th Grade—College Prep and Accelerated Levels</p>	<p>Now that students can identify craft, narrative structure, and make inferences regarding author’s grammatical and diction choices, they will be engaging in more complex and detailed text. They will read and analyze a variety of texts that explore different human emotions and experiences, such as the transition from innocence to experience, love, death, greed, religion, and the desire for power. Students will analyze how and why writers capture these emotions and experiences on paper. These higher level texts include a Shakespearean play and a variety of poetry. Students will analyze the texts for meaning and discover various literary devices while also analyzing their effect on the text. The texts can be connected by analyzing how different writers from various time periods sought to capture the basic experiences of human existence. Students will focus on how and why authors take risks and break conventions in order to be effective at conveying their messages. Since students now have an understanding of proper usage and grammar, students will attempt at “breaking” these rules in order convey their own personal message in a narrative exploring one of the thematic concepts covered in this unit.</p>
<p>Essential Question(s): <u>REDUCE TO 3-5 = Focused Inquiry</u></p> <ul style="list-style-type: none"> How do the choices a writer makes regarding figurative language, diction, grammar, and mechanics affect the way we read and interpret a text? Why do writers use metaphors to represent deep and complex emotions? Why do similar symbols and themes recur throughout different genres of literature? Why are some authors’ works considered timeless? How does vocabulary study improve our abilities as readers and writers? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> Writers use figurative language and make other intentional choices regarding craft to enhance their writing and deepen meaning. Writers will often use or build off of time tested symbols, themes, and motifs to establish thematic concepts. Poetry will always be a genre used to express one’s feeling about the nature of love, death, and time. Reading a text and preparing questions based upon that reading improve understanding of the emerging text. Literature will often directly reflect human shortcomings such as greed and despotism. Some stories present themes and characters that transcend time and culture, enabling many people to find meaning within the story. Using figurative language effectively improves the quality poetic writing. Using specific language to develop style as a writer improves the quality of a piece. Authors will break usage and grammar conventions to suit their purposes. Deeper understanding of connotations and denotations of words as well as thoughtful word choice facilitates understanding of the writer’s

	intentions and enhances the overall effect of the writing piece.
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p>Reading:</p> <ol style="list-style-type: none"> 1. Apply knowledge of an author’s background and time periods, as well as any other pertinent information about the background of the text in order to provide a thorough analysis of the text. 2. Define and identify the use of various literary devices, including: allusion, imagery, metaphor, simile, synecdoche, hyperbole, personification, understatement, metaphysical conceit, apostrophe, pun, and paradox. 3. Analyze the use of the above mentioned literary devices and how they affect meaning and tone in literature. 4. Identify various themes in a text and cite passages that support one’s claims 5. Identify elements that characterize different kinds of sonnets: English (Spenser and Shakespeare) and Italian and distinguish between them. 6. Define and identify the different parts of a sonnet: quatrain, couplet, octave, sestet, iambic pentameter, rhyme scheme. 7. Define pastoral poetry and identify pastoral elements in Renaissance poetry. 8. Compare and contrast different writers’ viewpoints on the same topic. 9. Identify and evaluate the structure of modern interpretive writing such as music or movie reviews. 	<ol style="list-style-type: none"> 1. RI.11.1 2. RL.11.4; L.11.5 3. RL.11.1,5 4. RL.11.1,2 5. RL.11.10 6. RL.11.10 7. RL.11.10 8. RL.11.10 9. RI.11.1-5
<p>Writing:</p> <ol style="list-style-type: none"> 10. Use research to support answers of self-generated critical reading questions in an outside reading novel. 11. Compose an original poem in the style of a selected poet. 12. Write responses to modern spoken word poets such as Daniel Beady, Taylor Mali, and Sarah Kay. 13. Identify themes in Renaissance drama, support analysis with researched facts, and edit for professional word choice. 14. Write a narrative essay that shares the same theme as a one of the texts from this unit. 	<ol style="list-style-type: none"> 10. W.11.1a-e,4-10 11. W.11.4,5,10 12. W.11.4,10; L.11.1,2 13. W.11.2a-e,4-9,10; L.11.1,2 14. W.11.1a-e,4-9,10; L.11.1,2
<p>Language:</p> <ol style="list-style-type: none"> 15. Use domain specific vocabulary when writing or speaking about a text. 16. Analyze poetry to determine how and why an author chooses to break usage and grammar conventions. 17. Select words and phrases from outside reading novel to form two found poems – one that follows usage and grammar rules and one that breaks them. 18. Use context and vocabulary reference materials to paraphrase complex soliloquies from a Shakespearian drama. 	<ol style="list-style-type: none"> 15. L.11.6 16. L.11.3 17. L.11.3; W.11.4 18. L.11.6

Speaking and Listening:

19. Work as a group to identify the conventions of spoken word poetry and then compare and contrast that to poetic convention of other poets.
20. Actively participate in Socratic seminars on topics relating to required literature or supplemental readings.
21. Present one original poem which mimics the style or theme of a Renaissance poet using proper rhythm and beat.
22. Listen and respond to modern spoken word poets in reader's/ writer's note book.
23. Watch various modern interpretation of a Shakespearian drama and compare and contrast the setting, tone, and dialogue.
24. Discuss literature to gain better understanding.

19. SL.11.1a-d,2,4,6
20. SL.11.1a-d,3,4,6
21. SL.11.5,6
22. SL.11.3
23. SL.11.2
24. SL.11.1a-d.6

Inter-Disciplinary Connections:

History: Students will learn about the history of the authors and time periods in which the writers lived.

Art: View and analyze artwork from the time period; students may develop understanding of domain specific vocabulary.

Psychology/Sociology: Students will analyze how different people experience and process the same emotions.

Students will engage with the following text:

Elements of Literature, 6th Course (Holt) or The British Tradition (Prentice Hall)

- Shakespearean Play (side by side text or graphic novel may be used for English 3):
 - Hamlet
 - Macbeth
 - Julius Caesar
 - Taming of the Shrew
- Suggested poetry:
 - "The Seafarer" and/or "The Wanderer" (Anglo-Saxon poetry)
 - "To His Coy Mistress" by Andrew Marvell
 - "To Virgins, to Make Much of Time" by Robert Herrick
 - "The Passionate Shepherd to His Love" by Christopher Marlow
 - "The Nymph's Reply to the Shepherd" by Sir Walter Raleigh
 - "A Valediction: Forbidding Mourning" by John Donne
 - "The Lamb" by William Blake
 - "The Tyger" by William Blake
 - "A Poison Tree" by William Blake

- “Death Be Not Proud” by John Donne
- “Elegy Written in a Country Churchyard” by Thomas Gray
- “The Rime of the Ancient Mariner” by Samuel Taylor Coleridge
- “The World Is Too Much With Us” by William Wordsworth
- Sonnets – Shakespearean, Spenserian, Italian
- “When I Have Fears That I May Cease to Be” by John Keats
- “In Memoriam, A.H.H.” by Alfred, Lord Tennyson
- “Tears, Idle Tears” by Alfred Lord Tennyson
- “The Hollow Men” by T.S. Eliot
- “Do Not Go Gentle Into That Goodnight” by Dylan Thomas

Assorted spoken word poems such as “Knock Knock” by Daniel Beady and Rives, “If I Controlled the Internet” (http://www.ted.com/talks/lang/en/rives_controls_the_internet.html)

“Philosophical Fragments” by Soren Kierkegaard can be used for Socratic Seminar

Informational Texts: Researched documents found on school databases for use with the expository essay.

Mentor texts drawn from

10 Things Every Writer Needs to Know by Jeff Anderson

Mentor texts, Mentor Authors by Ralph Fletcher

Write Like This by Kelly Gallagher

Teacher’s writings

Everything’s An Argument (Bedford/ St. Martin’s)

Articles, essays, and excerpts from current reading and the departmental collection:

- Excerpt from *The Book Thief* by Marcus Zusak (point of view)
- Excerpt from *The Art of Racing in the Rain* by Garth Stein (point of view)
- Excerpt from *The Fault in Our Stars* by John Green (dialogue)
- Excerpt from *Hard Times* by Charles Dickens (found in *The British Tradition*) (figurative language)
- Excerpt from *The Hunger Games* by Suzanne Collins (pacing)
- Excerpt from *Neverwhere* by Neil Gaiman (found in both textbooks) (setting)
- Chapter 1 from *Kitchen Confidential* by Anthony Bourdain: “First Course: Food is Good” (tone)

Vocabulary Level F (Shostak) or Advancing Vocabulary (Townsend Press)

Write Source, Grade 11

Film Adaptations: 10 Things I Hate About You (Taming); various film versions of Julius Caesar, Macbeth, Taming of the Shrew, and Hamlet; BBC ReTold series Macbeth or Scotland, PA (Macbeth); The Lion King (Hamlet)

Accommodations/ Modifications: Add graphic novels and Retold Classics, highlight and underline ideas in reading material, provide students with summaries and paraphrasing, allow students to listen to audio recordings of readings, provide guiding questions to complete when reading to ensure an understanding of main ideas, provide students with guided notes or copies of notes, incorporate media and audiovisual representation of material (Ex: YouTube, television shows, Discovery Education, etc.)

WRITING WORKSHOP: Students will engage in the writing process for the following assignment. Included are mentor text titles.

- **Writing Workshop**
 - Narrative Essay: students will write a narrative essay that deals with one of the themes/ideas covered in this unit. They should write their essay from an alternate point of view (one that is not their own) and include elements of narrative studied throughout the year, including dialogue and figurative language. Students should also be encouraged to take grammatical and mechanical risks to achieve a desired effect. (CCCS W.11,3,4,5,6,10; L.11.1,2,3,6)
- **Response to Literature:** use Reader’s Notebooks to respond to literature in class, independent reading, and self-generated critical reading questions.
- **Open-ended responses on quizzes/tests:** short answer and open-ended responses using textual support.
- **Note-taking:** Cornell Notes
- **Self- reflections after Socratic Seminars**

Accommodations/ Modifications: model brainstorming, extended time on writing assignments, give checklists or step-by-step directions in writing, reduce length of requirements for writing assignments, provide graphic organizers, reduce number of open-ended questions, grade based on organization and content not mechanics, provide clear and concise rubric prior to assignment (in rubric, reduce value for spelling errors).

VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction.

The following words may be taught in any order throughout the marking period in preparation for the cumulative exam. The ten words with * indicate that the word should be taken off the list for 3CP.

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|--|--|
| <ol style="list-style-type: none"> 1. Expiate* 2. Peculate* 3. Proclivity 4. Seditious 5. Vitriolic 6. Aggrandize* 7. Sedulous 8. Amnesty 9. Autonomy 10. Caveat 11. Filch 12. Scathing 13. Soporific* 14. Anomalous 15. Brusque 16. Cajole 17. Castigate* 18. Heinous | <ol style="list-style-type: none"> 30. Fortuitous 31. Reprobate 32. Contingent 33. Winsome 34. Aspersion 35. Clandestine 36. Contemtuous 37. Estranged 38. Flout 39. Fortuitous 40. Heathen 41. Atrophy 42. Subversive 43. Insidious 44. Obsequious* 45. Valor 46. Imperial 47. Palpable 48. Macabre 49. Malevolence 50. Infirmity 51. Pernicious* 52. Harbinger* 53. Exonerate 54. Masochist |
|--|--|

19. Insurgent 20. Megalomania 21. Surreptitious 22. Vicarious 23. Disavow* 24. Ignoble* 25. Relegate 26. Culpable 27. Evanescent 28. Irresolute 29. Bedlam	55. Rancor 56. Repugnant 57. Auspicious 58. Retrospect 59. Circumvent 60. Reticent
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INDEPENDENT READING – Options with curriculum connections

Independent Reading: Students choose a fiction or non-fiction text to read. Students will be required to read independently throughout the school year. Teacher may also assign a list from which students may choose their book.

Suggested Titles:

- 1984
- Brave New World
- Invisible Man
- Portrait of the Artist as a Young Man
- Picture of Dorian Gray
- Jane Eyre
- Animal Farm
- The Curious Incident of the Dog in the Night-time
- Hitchhiker’s Guide to the Galaxy
- The Hobbit
- The Time Machine
- Watchmen
- Devil in the White City
- Angela’s Ashes
- Strange Case of Dr. Jekyll & Mr. Hyde
- Frankenstein
- A Tale of Two Cities
- Pride and Prejudice
- Dracula
- War of the Worlds
- The Once and Future King
- Lord of the Flies
- Grendel
- Wuthering Heights
- Or another approved British Literature text of your choosing.

SOCRATIC SEMINAR – Possible Topics and Texts

- **Suggested Seminar Topics:**
 - Why do we continue to read Shakespeare and should we?
 - **Suggested Texts (available on the Shared Directory):** “Teacher: Why I Don’t Want to Teach Shakespeare Anymore (even though he’s in the Common Core)” by Dana Dusbiber (published by Valerie Strauss for washingtonpost.com); “Teacher: Why It Is Ridiculous Not To Teach Shakespeare In School” by Valerie Strauss; “Why Do We Still Care About Shakespeare” by Cindy Tumieli; “Kill Bill: why we must take Shakespeare out of the classroom” by Mark Powell
 - Seminar should probably be held at the end of the Shakespearean unit since students have probably only had one other experience with Shakespeare in 9th grade.
 - How do different authors present the same idea/theme/concept?
 - Using texts from this unit, compare and contrast how different authors present the same idea/theme/concept. |

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole-Class Instruction:

- Cornell note-taking on the time period, the playwright, and the background of the play
- Reading and teacher-guided discussion and annotation of text
- Socratic Seminar on theme/idea that relates to the literature and/or supplemental readings
- Modeling techniques to reading higher level texts and paraphrasing/ summarizing portions of the text for understanding

Accommodations/ Modifications: graphic organizers, provide guided notes and copies of notes, modeling, provide Socratic questions prior to lesson, break lessons and information into smaller portions, provide historical context before units if not previously covered

Small Group Collaboration:

- Summarizing or paraphrasing portions of the text as a group
- Peer editing of writing assignments
- Collaborative writing: identifying themes in a drama with concrete support
- Immersing in poetry to identify how authors do or do not follow grammar and usage rules

Accommodations/ Modifications: assign cooperative learning groups to ensure effective work and socialization, provide checklists, provide detailed and concise rubrics, provide materials

Individual Assignments:

- Summarizing or paraphrasing portions of the text
- Writing narrative essay
- Creating and answering critical reading questions
- Actively maintaining reader's/writer's notebook in preparation for the poetry writing assignment
- Preparing and presenting poem to the class
- Independent Reading: Use reader's notebook to respond to literature.

Vocabulary Work in context: Maintain a vocabulary log of words found in context of reading and used in context of instructional lessons.

Accommodations/ Modifications: graphic organizers, provide guided notes and copies of notes, modeling, reduce written quantity, individual writing conferences and assistance, individual presentations after school for students exempt from oral reading and presentations.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Bloom's Levels: Remembering, Understanding, Applying

- **Vocabulary homework:** Unit activities and quizzes.
- **Cornell Notes:** Write-to-Learn activities/strategies; notebook quizzes.
- **Quizzes:** Reading Check quizzes; Quiz on background information.
- **Socratic Seminar:** Prep- work, annotation of text, writing responses of prompt questions, and evaluations.
- **Reader's / Writer's Notebooks:** responses to independent reading, writing ideas, writing development, practicing grammar revisions.
- **Individual writing conferences:** peer and teacher conferences; model for students the kinds of questions they should be asking themselves as they write and revise.
- **Homework:** Study Questions on text that is to be read as a class, as well as individually
- **Class Discussion:** on text and other issues being covered in class
- **Independent reading assessment:** Homework, classwork, and quizzes; based on reading response and analysis of elements studied in this unit.

Accommodations/Modifications:

Include word banks, extended time, bold instructions, repeat and clarify directions as needed, provide thorough instructions, make assessments visually appealing and organized, provide after-school support, chunk sections and/or reduce quantity of section, incorporate alternative assessments especially those using technology and manipulatives.

Summative Assessments:

Bloom's Levels: Understanding, Applying, Analyzing, Evaluating

- Vocabulary Cumulative Mastery Test
- Performance Assessment
- Teacher's Choice must align with Department Goals and CCCS

Accommodations/Modifications:

Include word banks, extended time, preferential seating, bold instructions, repeat and clarify directions as needed, provide thorough instructions, make assessments visually appealing and organized, provide after-school support, chunk sections and/or reduce quantity of section, incorporate alternative assessments especially those using technology and manipulatives.

Performance Assessments:

Bloom's Levels: Applying, Analyzing, Evaluating, Creating

- Interpreting, writing, and presenting poetry to the class that reflects a theme studied this year (include original poem, paraphrase, ultimate message, and examples of figurative language)
- Independent Reading Assessment (option): students must connect a theme from one of the texts studied as a class to their independent reading book, as well as to additional texts of varying genres researched by the student. Students may present this performance assessment electronically through Google slides, PowerPoint, Prezi, or with a movie making app such as iMovie. (CCCS W.11.2,4,6,8,9; L.11.1,2; RL.11.1,2,9; SL.11.4,5,6; may also include RI.11.1,2 if student uses a non-fiction text)
 - Choose a theme from a list provided by the teacher that corresponds to the literature studied throughout the year.
 - Apply that theme to the independent reading book by citing at least 2-3 passages that illustrate the theme, in addition to providing an explanation as to how the passages demonstrate the theme.
- Connect the same theme to 3 additional texts, such as a poem, song, current event, or piece of art. Must include the text (or a link to the text), as well as a brief summary and explanation of how the theme is represented in the text

Accommodations/Modifications:

Focus on content and effort, reduce value of artistic ability, choose cooperative learning groups to ensure effective work and socialization skills, emphasize technology and manipulatives in alternative assessment formats, assist group presentations with guided questions.