

Black Horse Pike Regional School District Curriculum

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

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| <p>Course/Unit Title: Research Writing</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. It will combine narrative and expository essay writing skills such as use of clarifying details, problem solving, and organization to write a 4-5 page argument research paper. These students will focus on locating argument and logical arguments in modern editorials and essay as well as seminal British and American historical speeches. The time frame for this unit should be 15-20 days throughout the year, and should culminate in a project or research paper (10+ days) involving the included skills.</p> |
| <p>Grade Level(s): English 3A: Western Studies</p> | |
| <p>Essential Question(s):</p> <p>How is style influenced by purpose?</p> <p>How do purpose and audience influence format?</p> <p>How does avoiding plagiarism improve the quality of an argument?</p> <p>How does quoting and paraphrasing reliable sources improve the quality of an argument?</p> <p>What are effective writing techniques should be used in persuasive writing?</p> <p>How do I effectively use information/media/technology skills in researching, drafting, and editing a research paper?</p> <p>How can technology be effectively used in research?</p> <p>What makes a research source valid?</p> | <p>Enduring Understanding(s):</p> <p>Reading (Literature and Informational Text)</p> <ul style="list-style-type: none"> • Sources of information must be evaluated based on currency, bias, and accuracy. • Using library databases as a research may prove more effective than doing a google.com search. <p>Writing</p> <ul style="list-style-type: none"> • Success in life involves time management, goal-setting, and organization. • The MLA process is valuable in researching any topic. • Not giving credit to the creator of written ideas or visual media will undermine the validity of a student’s argument. • Using word processing programs to draft, edit, and revise research papers improves the quality of the writing. • Strong thesis sentences and use of transition words and phrases in-between body paragraphs improves the quality of a paper. • MLA format is a commonly used writing format required in many college composition classes. <p>Grammar and Mechanics</p> <ul style="list-style-type: none"> • 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. • Using formal, academic language and word choice improves the quality of the writing. |

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| <p>How does grammar and word choice impact the professional nature of a research paper?</p> | <ul style="list-style-type: none"> Using appropriate and varied sentences structure aids in creating in professional impression to the paper. |
| <p>How can we use evaluation and reflection to improve writing?</p> | <p>Speaking and Listening</p> <ul style="list-style-type: none"> Practicing and using varied forms of media will improve overall quality of the presentation. <p>Vocabulary</p> <ul style="list-style-type: none"> Using domain specific vocabulary will improve communication. |

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 All students will:</u> | <u>NJCCCS or CCS</u> |
|---|--|
| <p>Reading (Literature and Informational Text)</p> | <p>1. <i>RI.11-12.1, RI.11-12.2, RI.11-12.3</i></p> |
| <p>1. Research and annotate 4-5 credible sources to support a position. 2. Identify main arguments and logic and evaluate effectiveness in mentor texts</p> | <p>2. <i>RI.11-12.3, RI.11-12.6</i></p> |
| <p>Writing</p> | <p>3. <i>W.11-12.3.d, W.11-12.4, W.11-12.CCR.5,</i></p> |
| <p>3. Write a number of entries in their Reader’s Writer’s notebook as part of the collecting ideas stage of writing: Responses to editorials and other literature studied with regard to issues of gender, ethnicity, and class.</p> | <p>4. <i>W.11-12. 2.b, W.11-12.5</i></p> |
| <p>4. Use graphic organizer, research, and notebook entries to complete an MLA style outline.</p> | <p>5. <i>W.11-12.CCR.4, W.11-12.6</i></p> |
| <p>5. Write a rough draft of the paper using notebook entries, MLA outline, notes, and annotated articles.</p> | <p>6. <i>W.11-12.CCR.4, W.11-12.6, W.11-12.2.c, W.11-12.2.d, W.11-12.2.e</i></p> |
| <p>6. Submit a rough draft of the research paper using turnitin.com.</p> | <p>7. <i>W.11-12.5, W.11-12.6</i></p> |
| <p>7. Peer-edit papers using turnitin.com.</p> | <p>8. <i>W.11-12.6</i></p> |
| <p>8. Use peer and teacher edits to submit a final polished draft on turnitin.com</p> | <p>9. <i>W.11-12. 1.a, W.11-12.1.b</i></p> |
| <p>9. Identify and use elements of logic as well as avoid false logic in writing</p> | <p>10. <i>W.11-12.6, W.11-12.L.CCR.2, L.11-12.2.a, L.11-12.2.b</i></p> |
| <p>Grammar and Mechanics</p> | <p>11. <i>L.11-12.CCR.3</i></p> |
| <p>10. Revise sample research papers for issues regarding plagiarism (turnitin.com).</p> | <p>12. <i>W.11-12.1.c</i></p> |
| <p>11. Edit sample research papers: switching informal to formal words.</p> | <p>13. <i>SL.11-12.5, SL.CCR.4</i></p> |
| <p>12. Revise sample research papers: combining simple sentences and varying sentence structures and providing transitions to new ideas.</p> | <p>14. <i>L.CCR.6, L.11-12.6</i></p> |
| <p>Speaking and Listening</p> | |
| <p>13. Used research, including charts and images, to present an argument to the class</p> | |
| <p>Vocabulary</p> | |
| <p>14. Identify and use vocabulary of argument such as premise, conclusion, and deduction.</p> | |

Inter-Disciplinary Connections:

This unit reviews literacy skills from 9th grade on; it also addresses themes addressed in the social studies and science curriculum depending on student's topic.

Students will engage with the following texts:

- **Vocabulary Level F (Shostak)**
- ***Write Source, Grade 11 – Compare and Contrast* chapter**
- ***“The Art of Controversy” – Ambrose Bierce***

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

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

Teacher's writings

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

Newspaper editorials to respond to in Notebook writing

Women Are Never Front-Runners

<http://www.nytimes.com/2008/01/08/opinion/08steinem.html>

Gender Stereotypes Hurt Men Too

<http://www.guardian.co.uk/commentisfree/2008/jul/08/gender.politics>

Like Rome Before the Fall? Not Yet

<http://www.nytimes.com/2010/02/25/opinion/25brendon.html?pagewanted=all>

A State of Class Warfare

<http://www.washingtontimes.com/news/2012/jan/24/a-state-of-class-warfare/>

Students will write:

Writing Workshop:

- Free writes and responses to mentor texts
- Reflection on writing process and plan for future improvement

Research paper: Rough and final drafts

Reader's Response: Notes with paraphrased and quoted information from research

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole class instruction

- Lecture with examples and notes on parenthetical citation, MLA format.
- Modeling how to avoid plagiarism.

Small group activities

- Work in pairs to edit sample essays for grammar and plagiarism problems.
- Work in groups to grade sample papers using rubric.
- Work in groups to create effective thesis sentences and evaluate validity of sources.
- Discussing effectiveness of logical examples in *“The Art of Controversy” – Ambrose Bierce*.
- Reading and annotating examples of argument in modern editorial.

Individual Assignments

- Writing Workshop: students write in response to editorials, conference with teacher and each other, edit and elaborate as part of the writing process.
- Vocabulary Work in context: Maintain a vocabulary log of words found in context of reading and used in context of instructional lessons.
- Use internet databases to research information.
- Use turnitin.com to submit and peer edit papers.

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.

- **Quizzes:** rules of MLA, paraphrasing, quoting, and citation rules
- **Classwork/Homework:** Brainstorm/graphic organizer, notes, outline, group product of editing sample essays
- **Rough draft** of research paper
- **Reader's / Writer's Notebooks:** 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.

Accommodations/Modifications:

- Provide written notes.
- Use of graphic organizers to facilitate writing process.
- Extended time provided when necessary.
- Model expectations for outcomes.
- Adjust length of assignment for those who may require it.

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.

- Research paper

Accommodations/Modifications:

- Provide written notes.
- Use of graphic organizers to facilitate writing process.
- Extended time provided when necessary.
- Model expectations for outcomes.
- Adjust length of assignment for those who may require it.

Performance Assessments:

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

- Research paper (all levels)
- Presenting researched material in small groups.

Accommodations/Modifications:

Focus on content as opposed to neatness, creativity, and artistic value.

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

| | |
|--|--|
| <p>Course/Unit Title: Western Studies Eng. 3A/ Emergence of the Individual in a Modern Culture</p> | <p>Unit Summary: Students are making connections with their own experiences in contemporary society as well as America during the early 20th century and literary movements characterized by British urbanization. They are identifying personal and cultural values, as well as questioning them.</p> |
| <p>Grade Level(s): 11</p> | |
| <p>Essential Question(s):</p> <ul style="list-style-type: none"> *How do people establish a personal identity within their urbanized settings? *How does a nation establish a unified cultural identity in a climate of migration and transition? *Why is it important to question your values as a member of an urban culture? *Why do we perpetuate the hero/villain archetype, and what do they symbolize? *Why do people gravitate toward industrial city life or simplistic rural life? *How does the language of a culture impact the style of its literature? *How do the rules of language affect communication? *How does oral tradition and technique impact the longevity of a story? *How does increased vocabulary improve understanding of text and improve written/oral expression? | <p>Enduring Understanding(s):</p> <p>Reading: (Literature and Informational Text)</p> <ul style="list-style-type: none"> • Themes in literature are universal and generally transcend culture and history. • People construct their meanings of the world based on personal experiences. • People have the need to create archetypal characters and stories to better understand the world around them. • Responsible and informed citizens question their values in relationship to group norms. • Cultural values affect the connotations of words used within its literature. • Main ideas are often reflected though a combination of fact and an author's opinion. <p>Writing</p> <ul style="list-style-type: none"> • Varied sentence structure and the incorporation of quotations improves writing on multiple levels. • Specific word choice can change the mood and tone of a piece of writing. <p>Vocabulary</p> <ul style="list-style-type: none"> • Increased vocabulary facilitates better communication. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Being prepared and using time-tested rhetorical devices improves the quality of a presentation. • The historical and religious background of a speaker can greatly influence the message of a speech. |

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 (literature & informational text)</p> <ol style="list-style-type: none"> 1. Analyze how a text reflects the historical and social events of the time period 2. Define and identify archetype, symbolism, theme, mood, tone, diction, voice, motif, epic, epic hero, and kenning. 3. Describe and analyze Beowulf as an epic hero using specific details from the text. 4. Examine and discuss narrative format, and evaluate its effectiveness. 5. Analyze and synthesize textual details to identify and describe symbols. 6. Identify themes and analyze/explain how they are portrayed in a text. 7. Analyze diction and explain how it contributes to overall mood, tone, and voice. 8. Examine the techniques an author uses to create suspense. 9. Identify, interpret, analyze, and evaluate figurative language. 10. Analyze structure and identify main points in newspaper editorials containing thematic connections | <ol style="list-style-type: none"> 1. RL.11-12.1 2. RL.11-12.4 3. RL.11-12.3 4. RL.11-12.5 5. RL.11-12.4 6. RL.11-12.2 7. RL.11-12.4 8. RL.11-12.3 9. RL.11-12.5(a and b) 10. RL.11-12.6 |
| <p>Writing</p> <ol style="list-style-type: none"> 11. Write a compare and contrast essay which analyzes varying portrayals of the “hero and villain” in an independent reading and Beowulf and then evaluate their implications and impact on the text. 12. Compose an expository essay that introduces a contemporary problem, develops the problem by offering relevant details, uses appropriate transitions and specific language, and offers a solution based on light research. 13. Use textual details to support literary analysis. | <ol style="list-style-type: none"> 11. W.11-12.2.b 12. W.11-12.2(a-f), 4, 5, 6, 7, 8, 10 13. W.11-12.9, 10 |
| <p>Speaking</p> <ol style="list-style-type: none"> 14. Prepare for discussions, organize groups, record notes, ask questions, and respond appropriately in various collaborative discussions. 15. Present information using effective delivery strategies to engage the audience. 16. Evaluate a speaker’s presentation using a rubric. | <ol style="list-style-type: none"> 14. SL.11-12.1(a-d) 15. L.11-12.1a, 2b 16. SL.11-12.3 |
| <p>Language: (vocabulary & grammar)</p> <ol style="list-style-type: none"> 17. Use knowledge of word origins, word relationships, and context clues to determine the meanings of unfamiliar vocabulary. 18. Use references materials to verify the meanings of unfamiliar vocabulary. 19. Demonstrate their ability to adhere to the rules of standard English grammar regarding usage, punctuation, capitalization, and spelling. | <ol style="list-style-type: none"> 17. L.11-12.4(a and b) 18. L.11-12.4(c and d) 19. L.11-12.1a, 2b |

Inter-Disciplinary Connections:

Art: Students recreate an artistic style and medium that reflects a British literary movement.

History:

***Beowulf* and Immigration and Urbanization**

- Fear of the outsider
- Discrimination (vilifying the “other”)
- Loyalty to the group
- Power of unity
- Unifying force of religion

***Heart of Darkness* and Imperialism**

- The evils of colonialism
- Political compromise
- Tensions between the “self” and “other”
- Racism
- Perceptions of civilization

Romantic Poetry and Progressivism and Imperialism

- Romantic poets as the new Progressives
- Social reform and human rights violations as a result of growing city populations

Students will engage with the following text:

- **Vocabulary Level F (Shostak)**
- ***Write Source, Grade 11 – Compare and Contrast* chapter**
- ***The British Tradition* (Holt, 2012), *Elements of Literature, 3rd Course*, or *Elements of Literature, 6th Course*, (Holt Rinehart and Winston)**

-Beowulf

-Excerpts from Grendel by John Gardner

-Poetry by Wordsworth and Blake

****Heart of Darkness* by Joseph Conrad**

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

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

Teacher’s writings

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

***Independent Reading:** Student choice of fiction or non-fiction text.

Students will write:

- **Writing Workshop:**
Literary Analysis: Focus on motif in a work of literature.
Expository Writing: Problem-Solution essay
-- Identify a pressing problem in modern American society and outline a solution based on light research.
- **The Writer’s Notebook :** Used regularly to generate ideas for writing pieces, to practice new techniques, to hone their craft, and to reflect on their progress as writers.
- **Reader’s Response to Literature:** annotations, reading responses, open-ended questions.
- **Open-ended responses on quizzes/tests:** Analysis and evaluation of literary devices, development of themes

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole class instruction

- **Socratic Seminars:** Pledge of Allegiance, “The Immigrants” by Margaret Atwood, “The Great Man” by Plato, Battle Scene with Dragon from Part 2 of Beowulf
- **Class discussion:** Who’s the modern American Grendel? What is the real value of money in America? What comprises heroic/leadership qualities?
- **Field trips:** NYC Tenement Museum; community service

Small Group Collaboration

- **Art, Music, & Media responses:** “Grenade” by Bruno Mars thematic connection to Beowulf, clip from Hoarders on A&E symbolic connection to the dragon in Beowulf, found poem created from news articles found in Philadelphia Weekly and the poetry of Blake and Wordsworth
- **Cooperative learning, discussion, and projects:** primary source analysis; think, pair/share; peer editing; collaborative writing

Individual Assignments

- **Cornell Notes :** Anglo-Saxon background in the textbook, translation of Beowulf, Heart of Darkness background
- **Writer’s Notebook/Journal Writing:** Modeling text; responding to theme; responding to text; developing ideas
- **Reader’s/Writer’s Notebooks:** Reading, annotating, and mimicking craft in mentor texts
- **Writer’s Workshops:** Narrative writing using elements of strong oral tradition to retell the story of a 1900’s American immigrant
- **Vocabulary Work in context:** Maintain a vocabulary log of words found in context of reading and used in context of instructional lessons.
- **Use of technology:** LMC databases; uploading student performances to YouTube; clips from United Streaming; Ning.com
- **Research:** researching contemporary American social problems
- **Student presentations:** New immigrant narrative

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.

- **Vocabulary:** exercises, units 1-3; quizzes on units 1-3.
- **Short writing assignments:** reflecting the following skills: using quotes effectively, varying sentence structure, and solid thesis writing.
- **Cornell Notes:** notebook checks.
- **Socratic Seminar:** participation and evaluations.
- **Reader's / Writer's Notebooks:** annotation of texts.
- **Individual writing conferences:** peer and teacher conferences; model for students the kinds of questions they should be asking themselves as they write and revise.
- **Quizzes:** Anglo-Saxon history.
- Ning blog entries

Accommodations/Modifications:

Provide written notes, when needed. Graphic organizers to facilitate understanding of concepts. Retesting failures. Extended time for tests, quizzes, and assignments as necessary. Model expectations for project outcomes. Replace simplified texts with more challenging versions.

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.

- *Beowulf* test
- *Heart of Darkness* test
- Vocabulary Mastery test, units 1-3
- Museum Curator Project or any summative project that connects inter-related themes
- NYC Tenement Museum field trip and evaluation
- Compare/Contrast Essay
- Independent reading test of generic short-answer questions that challenge the student to react to and evaluate their reading choice.

Accommodations/Modifications:

Retesting failures.
Extended time for tests, quizzes, and assignments as necessary.
Model expectations for project outcomes.

Performance Assessments:

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

- Immigrant Mead Hall Project/Vaudeville Project or any performance piece reflecting societal values and recreation;
- Immigrant Songs of Experience and Innocence Project or any craft that reflects the time period from which it came.

Accommodations/Modifications:

Model expectations for project outcomes.

Black Horse Pike Regional School District Curriculum Template

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PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

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|---|--|
| <p>Course/Unit Title: Western Studies: The Birth of City</p> <p>Grade Level(s): 11</p> | <p>Unit Summary: This unit is designed to have students compare and contrast British Literature of the 18th century with U.S. History during the Great Depression and World War II, as both areas of study examine the perception of government by its citizens as well as their reactions. Students evaluate how the industrial revolution and subsequent buildup of the city influenced how British writers viewed their government. As students immerse themselves in the literature of the Restoration and Romantic periods, they will observe how the desire to express one's self and speak out about societal ills (e.g., human rights violations and overpopulation in cities) propelled the creation and development of journalism, satire, and journal writing.</p> |
| <p>Essential Question(s): How do historical movements influence trends in literature?</p> <p>How are the beliefs, values, and attitudes of a time period portrayed in its literature?</p> <p>How is literature that is 250+ years old from England connected to 20th century U.S. history?</p> <p>Which themes from the Restoration and Romantic periods in England are manifest in 20th century U.S. history and continue to persist into the present?</p> <p>How does industry and the rise of the middle class affect writing trends?</p> <p>How are shifts in religious beliefs expressed in literature?</p> <p>How is an author's use of satire and allegory a reflection of historical events?</p> | <p>Enduring Understanding(s): Reading (literature and informational text)</p> <ul style="list-style-type: none"> • History lends context to facilitate the understanding of literature. • Themes in literature are universal and often transcend time and culture. • People construct their perception of the world based on personal experiences. • Exposure to British literature, past and present, enriches our understanding of our history. • Authors use writing style 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 socioeconomic status, political affiliations, and personal goals. • Types of literature popular during certain time periods are often dictated by the technology available at the time and the education level of the people for whom it was created. • Connotations of words change depending on context. • Propaganda is intended to influence our perception and understanding of society. <p>Writing /Language (grammar)</p> <ul style="list-style-type: none"> • Use of writing techniques such as anaphora, personification, repetition, and irony improves persuasive writing. • Use of rhetorical techniques such as logos, ethos, and pathos improves persuasive writing. • Varied sentence structure and the incorporation of quotations improves writing on multiple levels. • Effective word choice that considers various levels of meaning improves persuasive writing. |

How do two authors respond to same issues in two different ways?

How important is it for people to have choices?

When is conformity desirable and what problems does this create? Avoid?

How does propaganda in literature influence its audience?

Why write satire?

How is style of writing influenced by purpose?

How does mimicking an author's style improve a student's writing?

How can reflection and evaluation improve writing?

How do the rules of language affect communication?

How does increased vocabulary improve understanding of text and facilitate better communication skills?

How can discussion increase our knowledge and understanding of an idea?

Why is learning public speaking important?

Vocabulary

- Increased vocabulary facilitates better communication and understanding of text.
- 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.
- Increased vocabulary facilitates one's written and oral command of language.

Speaking and Listening

- Insight can be gained and perspectives broadened through sharing and listening to the thoughts of others.
- Speaking, like writing, can be a rewarding method of communication.

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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> |
|---|---|
| Reading (literature & informational text) | |
| 1. Define satire and identify satirical conventions in “A Modest Proposal” by Jonathan Swift, as well as modern satirical pieces. | 1. RI.11-12.1, 2, 4, 5, 6, 10; SL.11-12.1a-d; L.11-12.4a, 5a,b, 6 |
| 2. Locate examples of ethos, logos, and pathos in a work as well as evaluate the effectiveness of those rhetorical techniques in “A Modest Proposal” by Jonathan Swift, as well as modern satirical pieces. | 2. RI.11-12.1, 2, 4, 5, 6, 10; SL.11-12.1a-d; L.11-12.4a, 5a,b, 6 |
| 3. Identify use of rhetorical devices in speeches (historical and from TedTalks.com). | 3. SL.11-12.1c,d, 3 |
| 4. Evaluate and find connections between “A Modest Proposal” by Jonathan Swift and modern satirical pieces. | 4. RI.11-12.1, 2, 4, 5, 6, 10; SL.11-12.1a-d; L.11-12.4a, 5a,b, 6 |
| 5. Identify and analyze use of tone and irony in poetry. (Suggestion: “I Want a Wife”) | 5. RL.11-12.1, 3, 4, 5, 6, 10; SL.11-12.1a-d; L.11-12.4a, 5a,b, 6 |
| 6. Use non-fiction historical accounts of the Restoration and Romantic time period to create an informational brochure using Microsoft Publisher. | 6. W.11-12.2a-f, 4, 5, 6, 9, 10; L.11-12.1, 2, 3, 6 |
| 7. Compare and contrast the style, word choice, and message of Alexander Pope’s “Essay on Man” and William Wordsworth’s “The World is Too Much With Us.” | 7. RL.11-12.1, 4, 6, 10; SL.11-12.1a-d; L.11-12.4a, 5a,b, 6 |
| 8. Identify and analyze figurative language in Romantic poetry. | 8. RL.11-12.1, 2, 4, 10; SL.1a-d; L.11-12.4a, 5a,b, 6 |
| 9. Identify, analyze, and evaluate the use of propoganda in Animal Farm, 1984, and/or Brave New World. | 9. RL.11-12.1, 2, 3, 4, 5, 6, 10; SL.11-12.1a-d; L.4a, 5a,b, 6 |
| 10. Identify the impact of Samuel Johnson’s word choice in an excerpt from “A Dictionary of the English Language.” | 10. RI.11-12.4; SL.11-12.1a-d; L.11-12.4, 6 |
| 11. Using water colors, mimic the artistic style of William Blake. | 11. RL.11-12.2, 7 |
| 12. Read developmentally appropriate materials at an independent level with accuracy and speed. | 12. RL.11-12.10; RI.11- |

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| <p>Writing</p> <p>13. Create a dictionary of modern slang.</p> <p>14. Write in Reader’s Writer’s notebooks in response to modern songs that discuss the same thematic issues as the Restoration and Romantic writers: “ Society” – Eddy Veder and “Disparity by Design” – Rise Against.</p> <p>15. Create a found poem using lines from romantic poems and modern-day newspaper articles.</p> <p>16. 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.</p> <p>17. Write a persuasive essay that mimics the style of Swift’s “A Modest Proposal” as well as other modern satirical pieces.</p> <p>18. Successfully use and edit for word choice in a persuasive essay.</p> <p>19. Evaluate the credibility of informational sources.</p> <p>20. Write a narrative about a natural disaster using effective facts and details.</p> <p>21. Compare and contrast Daniel Defoe’s “A Journal of a Plague Year” to a first-person account of a modern-day natural disaster.</p> <p>Speaking & Listening</p> <p>22. Come prepared and actively participate in Socratic Seminars and/or Literature Circles.</p> <p>23. Using skills of successful public speaking, present information from persuasive essay.</p> <p>Language (vocabulary & grammar)</p> <p>24. Determine the meaning of words through context or specialized reference materials.</p> <p>25. Revise writing to vary sentence structure and to demonstrate command of standard mechanics and usage.</p> | <p>12.10</p> <p>13. W.11-12.2d,e, 4, 5, 6, 10</p> <p>14. W.11-12.4, 10</p> <p>15. W.11-12.3a-d, 4, 10</p> <p>16. W.11-12.1a-e, 4, 10; L.11-12.1a, 2, 3, 6</p> <p>17. W.11-12.5</p> <p>18. W.11-12.1a-e; L.11-12.1a, 2, 3, 6</p> <p>19. RI.11-12.CCR.10</p> <p>20. W.11-12.3a-e; L.11-12.1a, 2, 3, 6</p> <p>21. RI.11-12.1, 2, 4, 5, 6, 10; SL.11-12.1a-d; L.11-12.4a, 5a,b, 6</p> <p>22. SL.11-12.1a-d, 4, 6</p> <p>23. SL.11-12.2, 4, 5, 6</p> <p>24. L.11-12.4a-d</p> <p>25. L.11-12.1a, 2a,b, 3a</p> |
|---|---|

Inter-Disciplinary Connections:

History: Fall of the English monarchy after the Renaissance and the transition of various religions in Europe during the Romantic Era as a reflection of citizens' perceptions and reaction to government and society.

History: Propaganda in dystopian literature as related to WWII propaganda.

Art: Using water color paints to mimic light and dark imagery in with the work of Blake.

Students will engage with the following text:

Vocabulary Level F (Shostak)

Write Source, Grade 11 – Compare and Contrast chapter

The British Tradition (Holt, 2012), Elements of Literature, 3rd Course, or Elements of Literature, 6th Course , (Holt Rinehart and Winston)

Non-Fiction

Daniel Defoe - "Journal of the Plague Year"

Jonathan Swift - "Modest Proposal"

"A Dictionary of the English Language" - Samuel Johnson

Poetry : "Essay on Man"- Alexander Pope

" The Chimney Sweeper" - William Blake

"A Poison" - William Blake

"The Tyger" - William Blake

"The Lamb" - William Blake

Novel Choices:

Animal Farm by George Orwell

1984 by George Orwell

Brave New World by Aldous Huxley

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

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

Teacher's writings

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

Suggestions for independent reading:

Watchmen

V for Vendetta

The Handmaid's Tale

The Left Hand of Darkness

Fahrenheit 451

Lord of the Flies

Catch-22

Fight Club

A Clockwork Orange

Why Be Happy When You Could Be Normal?

Suggested Short Non-Fiction for Socratic Seminar:

-excerpt from The Prince by Niccolo Machiavelli

-excerpt from Leviathan by Thomas Hobbes

-excerpt from The Confessions by St. Augustine of Hippo

-Letter from Birmingham Jail by Martin Luther King, Jr.

-excerpt from The Republic by Plato

Newspaper articles:

Photographer Zoe Strauss Took This Photo 10 Years Ago. Here Is the Story of "Mattress Flip"

Location: <http://www.philadelphiaweekly.com/news-and-opinion/cover-story/Zoe-Strauss-Mattress-Flip-Laurence-Boo-Rose-Philadelphia-Museum-of-Art.html#ixzz1jLnERzbw>

"Top 10 Drug Corners"

Location: http://www.philadelphiaweekly.com/news-and-opinion/cover-story/top_10_drug_corners-38426414.html

"The Earth is Cruel" by Leonard Pitts

"Scientists: 'Look, One-Third of the Human Race Has to Die for Civilization to Be Sustainable, So How Do We Want to Do This?'"

Location: <http://www.theonion.com/articles/scientists-look-onethird-of-the-human-race-has-to,27166/>

"Industrial Revolution Provides Millions Of Out-Of-Work Children With Jobs"

Location: <http://www.theonion.com/articles/industrial-revolution-provides-millions-of-outofwo,2877/>

Students will write:

Reader's Response to Literature

- Response to British Romantic poetry
- Response to modern song lyrics
- Response to Leonard Pitt's article "The Earth is Cruel"
- Text annotations

The Writer's Notebook : Used regularly to generate ideas for writing pieces, to practice new techniques, to hone their craft, and to reflect on their progress as writers.

- Writing about emotions and events related to disasters
- Workshops on mimicking authors' styles
- Develop a persuasive essay
- Dictionary of modern slang
- Found poem

Writing Workshop:

- **Persuasive Essay:** Satirical piece based on topic of students' choice
- **Narrative:** First person account of a personal disaster

Open-ended responses on quizzes/tests: Analysis and evaluation of literary devices; development of themes.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole class instruction

- **Cornell Notes** (informational/historical text regarding the Restoration and the Romantic time period from textbook)
- **Large-group discussions and Socratic Seminars:** 1984 and/or Brave New World
- Watching **Ted Talks** videos on the internet
- **Field trip:** Washington, D.C.

Reader's Writer's Notebook/Journal Writing/ Writer's Workshops

- **Modeling text:** editing drafts, expanding on ideas to improve length of writing pieces, revising word choice for effectiveness
- Continued writing for an extended time periods: 20-30 minute workshops to improve writing stamina
- Responding to thematic ideas from the Romantic and Restoration: abuses of government, desire for truth and beauty; developing ideas for narrative on natural disasters; collecting ideas for persuasive essay
- Responding to propaganda in literature (see novel choices)
- Writing a persuasive essay

Small-group cooperative learning, discussion, and projects:

- Primary source analysis: Philadelphia newspaper articles
- Think, pair/share: grammar in context of readings and/or grammar in personal writing
- Peer editing: entries in Writer's Notebook
- Working on group found poem
- Literature circles: Animal Farm
- Socratic Seminars
- Dictionary of modern slang
- Art, Music, & Media responses: " Society" – Eddy Veder and "Disparity by Design" – Rise Against: thematic connection to political/environmental ideals of the Romantics

Individual Assignments:

- Art, Music, & Media responses: examples of water color art: William Blake
- Use of technology: Turnitin.com: submitting, editing, and reflecting on essays
- Research Skills: Modern Warfare: Locate information on modern natural disasters
- Editing essays to become speeches and then presenting
- Found poem using Philadelphia newspaper article and Romantic poetry
- Drawing a day in your life using light and dark water color imagery
- Vocabulary Work in context: Maintain a vocabulary log of words found in context of reading and used in context of instructional lessons.

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.

- **Vocabulary homework:** Unit activities and quizzes.
- **Cornell Notes:** Write-to-Learn activities/strategies; notebook quizzes.
- **Quizzes:** Restoration and Romantic history information as well as vocabulary in context and vocabulary unit quizzes.
- **In-Class during and after-reading comprehension questions:** plot, characters, figurative language, personal response to themes in text, identifying conventions of a genre for assigned and independent reading.
- **Annotation of Text:** using highlighters and sticky notes to identify author's writing style and choices, meaning, and use of figurative language and rhetorical devices.
- **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.
- **Narrative pieces:** Use rubric and brainstorming graphic organizer to grade narrative pieces.
- **Projects:** Dictionary of modern slang.

Accommodations/Modifications:

When needed:

- Provide written notes.
- Graphic organizers to facilitate understanding of concepts.
- Retesting failures.
- Extended time for quizzes and assignments as necessary.
- Model expectations for project outcomes.
- Replace simplified texts with more challenging versions.
- Preferential seating.

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.

Tests:

- Restoration and Romantic Unit Test: includes poem to annotate, vocabulary in context words, thematic essays, and multiple choice questions based on plot recollection
- Persuasive essay: satire
- Narrative Essay: personal account
- Independent reading test of generic short-answer questions that challenge the student to react to and evaluate their reading choice.

Accommodations/Modifications:

When needed:

- Include word banks.
- Provide thorough instructions.
- Bold instructions.
- Make assessments visually appealing and organized.
- Retesting failures.
- Extended time for tests as necessary.
- Preferential seating.
- Provide after-school support.

Performance Assessments:

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

- Presentation of persuasive essay using skills of rhetoric and successful public speaking.
- Found poems
- Water color paintings based on personal experiences, inspired by Blake

Accommodations/Modifications:

- Modeling expectations
- Detailed rubrics
- Focus on content as opposed to neatness, creativity, and artistic value

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

| | |
|--|--|
| <p>Course/Unit Title: Western Studies/English 3A: The Middle Ages: Time of Transition and Progress</p> | <p>Unit Summary: In this unit, students will study selected texts from medieval literature including <u>The Canterbury Tales</u>, selections from the Arthurian legend, and medieval ballads as well as speeches and newspaper articles from the 1945-1960s.</p> |
| <p>Grade Level(s): 11</p> | <p>Students will trace the evolution of the English Language from the Anglo-Saxons and analyze what factors cause language to evolve. They will learn about how medieval history reflects a time of migration and progress for the people of Europe. Understanding this, the students will then analyze how growing technology played a similar role in advancing American political and social thought.</p> <p>Students will use prior knowledge of the Anglo-Saxon hero to trace the changing definition of what a hero is, as presented in the Arthurian legend and connect that to the Kennedy Dynasty. They may also experiment in creative writing, using a mentor text, such as “The General Prologue” from <u>The Canterbury Tales</u>, to create their own “Prologue” using characters from modern America.</p> <p>Students will choose a novel and make thematic connections to the idea of the hero, the journey, and war and protest.</p> |
| <p>Essential Question(s): How does understanding a text’s structure help me better understand its meaning? How does growing technology change a culture? How does an understanding of the universal themes in literature help us make sense of ourselves and our world? In what ways do social protests change public policy? How does a nation make progress both in the fields of education and human rights? How does society define heroism and how does that definition</p> | <p>Enduring Understanding(s): Reading (literature and informational text)</p> <ul style="list-style-type: none"> • Themes in literature are universal and transcend culture and history. • The influence and growth of technology and language creates universal trends in literature. • Literacy and readily accessible information improves a nation’ ability to question and then protest social or religious injustices. • Heroes are present in all cultures and constantly being redefined and chronicled based on the nation and time period in which the hero existed. • Writers use different formats and narrative techniques to best convey their ideas. • Developing in-depth questions about what you read will improve understanding of the text. <p>Writing/Language</p> <ul style="list-style-type: none"> • Successful writers take risks. • Manipulating narrative structure is an effective writing technique. • Using technology improves effectiveness of a piece. • Employing dialogue as a narrative technique can change the tone of a piece. |

change over time?

What is the nature of humanity's struggle between good and evil?

Why do readers need to pay attention to a writer's choice of words?

How do readers reflect and respond?

How and why do good readers use prior knowledge?

How and why do good readers ask questions about the text while they are reading?

Why does a writer choose a particular form of writing?

How does word choice affect message?

How does proper punctuation clarify meaning?

How does increased vocabulary improve understanding of text and facilitate better communication skills?

How can discussion increase our knowledge and understanding of an idea?

Vocabulary

- Increased vocabulary facilitates better communication and understanding of text.
- 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.
- Increased vocabulary facilitates one's written and oral command of language.

Speaking and Listening

- Insight can be gained and perspectives broadened through sharing and listening to the thoughts of others.
- Speaking, like writing, can be a rewarding method of communication.

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 Targets</u> | <u>NJCCCS or CCS</u> |
|---|--|
| Reading (literature & informational text) | 1. RL.11-12.2 |
| 1. Recall facts about the Middle Ages, including the Murder of St. Thomas a Becket, the rise and fall of the feudal system, and the development of the “city classes” and use that knowledge to analyze the literature. | 2. RL.11-12.2 |
| 2. Recall facts about Geoffrey Chaucer and the background to The Canterbury Tales and apply knowledge to better understand the text . | 3. RL.CCR.3, RL.11-12.3, RL.CCR.4, RL.11-12.4 |
| 3. Analyze the use of Middle English in The Canterbury Tales and describe how its use influenced language in England. | 4. RL.11-12.3 |
| 4. Identify literary devices and how they affect the story. | 5. RL.11-12.3 |
| 5. Define satire and identify satirical passages in the Tales. | 7. RL.11-12.5 |
| 7. Define the different kinds of irony: situational, dramatic, and verbal, as well identify examples and analyze the use of all three in the Tales. | 8. RL.11-12.5, W.CCR.4, W.11-12.4 |
| 8. Evaluate satirical connections between <i>The Canterbury Tales</i> and the movie, <i>Dr. Strangelove</i> through the use of collaborative writing. | 9. RL.11-12.5 |
| 9. Analyze the form of Chaucer’s writing, i.e. couplets, iambic pentameter, frame narrative. | 10. RL.11-12.3 |
| 10. Analyze characters from the Middle Ages and compare them to characters from modern British and/or American literature. | 11. W.11-12.1.a, W.CCR.1, RL.CCR.5, RL.11-12.3 |
| 11. Create self-generated questions and claims about style, plot, and craft of a novel as well as answer those questions with direct evidence from the text. | 12. RL.CCR.2 |
| 12. Define romance and identify the elements of a romance in Middle Ages literature. | 13. L.11-12.4.c |
| 13. Use dictionaries, glossaries, and thesauruses to determine and compare word meanings in different translations of the Arthurian legend. | 14. RL.CCR.3, RL.11-12.3, L.11-12.5.a |
| 14. Define, identify, interpret, and analyze symbolism & imagery in Romantic literature. | 15. W.CCR.3 , W.11-12.3.b , W.11-12.3.c, SL.11-12.3, L.CCR.2 |
| | 16. RI.CCR.7, RI.11-12.8, W.CCR.5 |

| | |
|---|---|
| <p>Writing</p> <p>15. Identify the parts of a frame narrative and write your own “American Tale” about a type of person from modern America.</p> <p>16. Identify elements of rhetoric and respond to presidential inauguration speeches through composition and revision.</p> <p>17. Demonstrate an understanding of the literature by responding to written prompts in Reader’s Notebook: characterization and character sketches.</p> <p>18. Use online databases to research influential people (people who changed policy through protest) of the last 30 years in America.</p> <p>19. Compare/Contrast themes in the Arthurian stories to 20th to the national coverage and fascination with the Kennedy Dynasty through symbolic chart and collaborative essay.</p> <p>Speaking and Listening</p> <p>20. Actively participate in Socratic seminars : Suggested: “The Things They Carried” short story by Tim O'Brien.</p> <p>21. Evaluate graphs regarding death tolls of the Black Plague and the Vietnam War and comment on the sometimes deadly and unfortunate causes of progress and subsequent protest.</p> <p>Language (vocabulary & grammar)</p> <p>24. Determine the meaning of words through context or specialized reference materials.</p> <p>25. Revise writing for correct punctuation, as well as clarity.</p> | <p>17. W.CCR.10</p> <p>18. W.CCR.7</p> <p>19. RL.CCR.9, W.11-12.1.e</p> <p>20. SL.11-12.1.a, SL.11-12.1.c, SL.11-12.1.d</p> <p>21. RI.11-12.7</p> <p>24. L.11-12.4a-d</p> <p>25. W.11-12.5; L.11-12.2</p> |
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Inter-Disciplinary Connections:

Experiential: Trip to the Cloisters Museum and 9/11 Memorial.

History: Students will study and evaluate the connections between the Middle Ages and American history of the last 30 years. They will analyze heroic figures in politics and religion as well as observe how the growth of technology can empower the people of a nation.

Math and Science: Students may also evaluate charts referring to death tolls regarding the Black Plague and the Vietnam War and calculate the numbers and percentages of people killed in a particular area during a particular time.

Technology: Use goanimate.com to create short movies of their frame narratives.

Students will engage with the following texts:

- **Vocabulary Level F (Shostak)**
- **Write Source, Grade 11 – Compare and Contrast chapter**
- ***The British Tradition (Holt, 2012), Elements of Literature, 3rd Course, or Elements of Literature, 6th Course , (Holt Rinehart and Winston)***

Fiction

Ballads: Selected medieval ballads from Elements of Literature, 6th Course

Narrative Poetry: Excerpts from: *The Canterbury Tales* by Geoffrey Chaucer: “General Prologue”, “The Pardoner’s Tale”, “The Wife of Bath’s Tale” from Elements of Literature, 6th Course

Romance Narrative: Excerpts from “Sir Gawain and the Green Knight” and “The Death of Arthur” from Elements of Literature, 6th Course

Pamphlet/News-Ballad: Excerpts from Martin Luther’s *95 Theses*

Novel: *Slaughterhouse-Five* by Kurt Vonnegut

Short Story: “The Things They Carried” by Tim O’Brien

Non-Fiction

Graphs: Black Plague (http://www.hyw.com/books/history/Black_De.htm)

Graphs: Vietnam War (<http://www.militaryfactory.com/vietnam/casualties.asp>)

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

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

Teacher’s writings

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

Suggestions for independent reading:

The Arabian Nights

The Hitchhiker’s Guide to the Galaxy

The Sword in the Stone

The Once and Future King

Life in a Medieval Castle

All Quiet on the Western Front

Suggested Short Non-Fiction for Socratic Seminar:

-excerpt from *The Almagest* by Ptolemy

-excerpt from *The Rights of Women* by Mary Wollstonecraft

-excerpt from *The Assayer* by Galileo

-excerpt from *The Republic: The Image of the Cave* by Plato

-excerpt from “About Revenge” by Sir Francis Bacon

Students will write:

Reader response to Literature:

- Responses to self-generated questions about the novel

The Writer's Notebook : Used regularly to generate ideas for writing pieces, to practice new techniques, to hone their craft, and to reflect on their progress as writers.

Writing Workshop:

- Workshops on mimicking authors' styles
- **Frame Narrative:** About a real person in modern American history
- **Compare and contrast:** Romantic Hero to Kennedy Dynasty
- **Creative Writing:** A ballad about a topic of choice

Open-ended responses on quizzes/tests: Analysis and evaluation of literary devices; development of themes.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole Class Instruction

- Cornell Notes (The Middle Ages background in the textbook)
- Class discussion (What makes a hero in modern day America? Who or what created that definitions?; What technology has developed in the last 30 years and how has it changed us?)
- Field trips: NYC trip to the Cloisters Museum and 9/11 memorial
- Socratic Seminars

Reader's Writer's Notebook/Journal Writing/ Writer's Workshops

- Modeling text; responding to theme; responding to text; developing ideas (what "types" of people make up modern America)
- Mentor texts: The Canterbury Tales
- Developing a character (to be used in "American Tales" writing project)
- Art, Music, & Media responses: excerpt from Dr. Strangelove, America: the story of Us, Kennedy and Nixon Inauguration speech

Small-group Cooperative Learning

- Literature circles for the novels
- Primary source analysis (inauguration speeches)
- Think, pair/share
- Peer editing ("American Tale")
- Collaborative writing (paragraphs analyzing and connecting themes in Dr. Strangelove or identifying and explaining motifs in *Slaughterhouse-Five*)
- Student presentations: using goanimate.com to present "American Tales" project
- Socratic Seminars

Individual Assignments

- Use of technology: LMC databases; clips from United Streaming; Ning.com
- Research: researching American leaders from the last 30 years
- Vocabulary Work in context: Maintain a vocabulary log of words found in context of reading and used in context of instructional lessons.

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.

- **Vocabulary homework:** Unit activities and quizzes.
- **Cornell Notes:** Write-to-Learn activities/strategies; notebook quizzes.
- **Quizzes:** Middle Ages history quiz
- **In-Class during and after Reading Comprehension questions:** plot, characters, figurative language, personal response to themes in text, identifying conventions of a genre for assigned and independent reading.
- **Collaborative writing assignments** (analyses and explanations to open-ended questions)
- **Socratic Seminar:** Participation and self-reflection on Socratic Seminars and Literature Circles: 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.

Accommodations/Modifications:

When needed:

- Provide written notes.
- Graphic organizers to facilitate understanding of concepts.
- Retesting failures.
- Extended time for quizzes and assignments as necessary.
- Model expectations for project outcomes.
- Replace simplified texts with more challenging versions.
- Preferential seating.

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.

Tests:

- Original frame narrative: "American Tales" writing assignment and presentation
- Independent reading in-class essay assessment

Accommodations/Modifications:

When needed:

- Provide thorough instructions.
- Bold instructions.
- Extended time as necessary.
- Preferential seating.
- Provide after-school support.
- Modeling expectations
- Detailed rubrics

Performance Assessments:

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

Presentation

- "American Tale" project presentation using goanimate.com

Accommodations/Modifications:

- Modeling expectations
- Detailed rubrics
- Focus on content as opposed to neatness, creativity, and artistic value.

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

| | |
|--|--|
| <p>Course/Unit Title: Western Studies: English 3A: The Renaissance: Booming Economy Leads to the Question of Rights</p> | <p>Unit Summary: In this unit, students will study selected texts from the Renaissance time period including the poetry of Sir Walter Raleigh, Edmund Spenser, and William Shakespeare and drama such as Macbeth or Hamlet by William Shakespeare. They will analyze themes and structure of these works in order to make connections with American historical events the 1970s to today. Focusing on Renaissance ideals such as carpe diem and the search for the true meaning of love, the students will formulate and evaluate American's need to establish basic human rights. Students will gain an understanding of the influence of religion and Queen Elizabeth on Renaissance history in order to connect it with the rising military complex and fear of communism going on in America.</p> |
| <p>Grade Level(s): 11</p> | |
| <p>Essential Question(s): *How does word choice affect message? *How does proper punctuation clarify meaning? *Why study literature written over 400 years ago? *How do we make sense of Shakespeare's language? *How does the time period in which a work is written affect how and why it was written? *How does history repeat itself? *Why do similar symbols and themes recur throughout literature? * How did the dramatic and poetic forms of the English Renaissance capture the essence of the time and contribute to the enduring literary art created during the time?</p> | <p>Enduring Understanding(s): Literature (Literature and Informational Text)</p> <ul style="list-style-type: none"> • Themes in literature are universal and transcend culture and history. • Poetry will always be a genre used to express one's feeling about the nature of love, death, and time • Literature will often directly reflect human shortcomings such as greed and despotism • The structure of a poem can directly reflect the culture for whom it was created • Reading a text and preparing questions based upon that reading improve understanding of the emerging text <p>Writing</p> <ul style="list-style-type: none"> • Successful writers take risks • Using figurative language effectively improves the quality poetic writing • Repeated use of symbols and motifs help a writer establish thematic concepts • Supporting claims with specific evidence from the text improves the quality of your argument • Using evidence from authoritative print sources improves the quality of analysis • Using specific language to develop style as a writer improves the quality of a piece <p>Language : Vocabulary and grammar</p> <ul style="list-style-type: none"> • Increased vocabulary facilitates better communication and understanding of text. • 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. • Increased vocabulary facilitates one's written and oral command of language. |

*Why are Shakespeare's writings considered timeless?

* How does placing British Renaissance literature in the context of our time period affect its meaning and how it is perceived?

*. How does word choice affect the message?

*. How does proper punctuation clarify meaning?

*. How can we use evaluation and reflection to improve our writing?

*. How can discussion increase our knowledge and understanding of an idea?

*How does a poet create rhythm in a poem?

*How does increased vocabulary improve understanding of text and facilitate better communication skills?

- Purposeful breaking of grammatical conventions when warranted is effective way of conveying thematic ideas in poetry

Speaking and Listening

- The selection of various words creates beat and meter within poetry
- Coming to a discussion prepared and ready to dialogue on a topic improves understanding of that topic.
- Using varied poetic structures and styles impacts the overall mood and tone of a poem

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

| Learning Target | NJCCCS or CCS |
|---|--|
| Reading (Literary and Informational) | |
| 1. After looking at historical information, determine what societal factors create a “Renaissance.” | 1. RI.11-12.RI.CCR.3 |
| 2. Analyze poetry in terms of historical happenings during the 1600s. | 2. RL.11-12.RL.CCR.3 |
| 3. Identify elements that characterize different kinds of sonnets: English (Spenser and Shakespeare) and Italian and distinguish between them. | 3. RI.11-12.RL.11-12.3 |
| 4. Define and identify the different parts of a sonnet: quatrain, couplet, octave, sestet, iambic pentameter, rhyme scheme. | 4. RL.11-12.RL.11-12.4, RL.11-12..5 |
| 5. Analyze historical documents for credibility in order to describe the creation and power of the middle class in both Renaissance England and modern day America. | 5. SL.11-12.SL.2 |
| 6. Define carpe diem and analyze the carpe diem theme in Renaissance poetry and Regan’s conservative momentum during the 1980s. | 6. RL.11-12.RL.11-12.1 |
| 7. Define pastoral poetry and identify pastoral elements in Renaissance poetry. | 7. . RL.11-12.RL.CCR.2 |
| 8. Analyze the use literary devices and how they affect meaning and tone in Renaissance poetry and drama. | 8. RL.11-12.RL.11-12.1 |
| 9. Identify themes in Renaissance drama, support analysis with researched facts, and edit for professional word choice. | 9. RL.11-12.RL.11-12.4 |
| 10. Research facts on Ronald Regan and argue his position as an American “Renaissance Man.” | 10. W.11-12.W.11-12.7, W.11-12.8, |
| Writing | 10.W.11-12.9, |
| 11. Using John Donne as mentor text, write an extended metaphor | W.11-12.2 |
| 12. Identify and use various literary devices, including: allusion, imagery, metaphor, simile, synecdoche, hyperbole, personification, understatement, metaphysical conceit, apostrophe, pun, and paradox | 11. RI.11-12.3.d, W.11-12.W.11-12.2.d, L.11-12.5.a |
| 13. Using historical knowledge of the Renaissance and 1980s America to describe the influence on religion to personal freedoms in short cause and effect essay | 12. W.11-12.3.c |
| 14. Compare and contrast Regan’s and Clinton’s foreign policy to that of Macbeth or Claudius | 13. W.11-12..1 |
| 15. By responding to modern spoken word poets, actively write, edit and maintain a reader’s/ writer’s note book | 14. RI.11-12.2, RI.11-12.1, RL.11-12..2, W.11-12.W.2.b |
| 16. Analyze Renaissance art works and describe thematic connections to any work of poetry that we have studied in this unit | 15. . W.11-12.3.b, W11-12.CCR.10 |
| 17. Use ning.com to blog and comment on thematic issues discussed within this unit | 16. RL.11-12.9, W.11-12.2, W.11-12.9 |
| Language: (vocabulary & grammar) | |
| 18. Use domain specific vocabulary when writing about a Shakespearian drama | |
| 19. Analyze why and how a poet might break grammatical conventions such as the purposeful use of fragments or lowercasing the first letters of proper nouns | |

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| <p>Speaking and Listening</p> <p>20. Work in groups to create and present graphic representations of symbols and motifs used in a Renaissance drama</p> <p>21. Actively participate in Socratic seminars : "Philosophical Fragments" – Soren Kierkegaard</p> <p>22. Participate in small group discussion directed at comparing and contrasting the original text of a Shakespearian drama to a modern film interpretation</p> | <p>17. W.11-12.2.e, LA.11-12.SL.11-12.1.b</p> <p>18. W.11-12.2.d</p> <p>19. L.11-12.4</p> <p>20. SL.11-12.3, SL.11-12.1.b.SL.11-12.5</p> <p>21.SL.11-12.1.a, SL.11-12.1.c.SL.11-12.1.d</p> <p>22.RL.11-12.7,SL.11-12.4</p> |
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Inter-Disciplinary Connections:

Experiential: Community Service trip.

Art: Analyzing various Renaissance artists for thematic connections to poetry read in class.

History: Formulating connections between the build-up of the middle class and the military complex during the Renaissance and 1980-90s America.

Students will engage with the following texts:

- **Vocabulary Level F (Shostak)**
- **Write Source, Grade 11 – Compare and Contrast chapter**
- **The British Tradition (Holt, 2012), Elements of Literature, 3rd Course, or Elements of Literature, 6th Course , (Holt Rinehart and Winston)–**
selected Renaissance Poems,
drama: *Hamlet* or *Macbeth*
- **Socratic seminar text:** "Philosophical Fragments" – Soren Kierkegaard
- Newspaper articles reporting on Richard Nixon’s presidency and policies
- Various Critical Analysis of a Shakespearian drama
- Various examples of modern poetry by such poets as Billy Collins, John G. Rives, and Robert Hayden

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

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

Teacher's writings

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

Independent Reading: Student choice of fiction or non-fiction text.

Students will write:

Reader's Response to Literature: Text annotations

The Writer's Notebook : Used regularly to generate ideas for writing pieces, to practice new techniques, model mentor texts, to hone their craft, and to reflect on their progress as writers.

Writing Workshop:

Literary Analysis: Renaissance drama or poet

Argument: Ronald Reagan as a modern "Renaissance Man"

Expository: Compare and Contrast – Clinton's Presidency to Macbeth's reign

Modeling Mentor Text: Extended metaphor and other various literary devices

Open-ended responses on quizzes/tests: Analysis and evaluation of literary devices; development of themes

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole class instruction

- **Cornell Notes and lecture:** The Renaissance background in the textbook
- **Socratic Seminars:** “Philosophical Fragments” – Soren Kierkegaard
- **Class discussion:**
How does a social class form within a nation and how can that class influence political and social policy?
In what ways can we define emotions and concepts that are often indefinable (metaphor and personification).
- **Field trips:** Community service trip; Western Studies team building Field Day

Small Group Activities

- **Annotating mentor texts:** various Modern Poets
- **Grammar:** Identifying grammatical conventions broken by poets
- **Collaborative Writing:** Reagan as a “Renaissance Man”

Individual Assignments

- **Writer’s Notebook/Journal Writing:**
Modeling text; responding to theme; responding to text; developing ideas about what makes a Renaissance person today, describing love using extended metaphors, defining and personifying time and death.
Vocabulary Work in context: Maintain a vocabulary log of words found in context of reading and used in context of instructional lessons.
- **Writer’s Workshops:**
Using critical analysis to support their own analysis of a text
Developing a metaphor throughout a work
- **Art, Music, & Media responses:**
Using Ted Talks spoken word poetry to inspire and promote discussion on a the nature of poetry
- **Use of technology:**
LMC databases to research; viewing clips from United Streaming; Ning.com
- **Research:**
Researching Nixon’s and Clinton’s policies
- **Student presentations:**
Presenting a poem created from writer’s note book entries or identifying strong reasons to argue Ronald Reagan was a “Renaissance Man.”

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.

- **Vocabulary homework:** Unit activities and quizzes.
- **Cornell Notes:** Write-to-Learn activities/strategies; notebook quizzes.
- **Quizzes:** Renaissance history quiz
- **Collaborative writing assignments:** Argument-- Ronald Reagan as the modern "Renaissance Man"
- **Socratic Seminar:** Participation and self-reflection on Socratic Seminars and Literature Circles: 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.

Accommodations/Modifications:

[Study Guides, extended time]

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.

- **End of Year Project:** Connecting themes
- **Writing assignment:** Drama or poetry analysis, compare and contrast essay
- **Independent reading test** to challenge the students to react to and evaluate their reading choice.

Accommodations/Modifications:

[Modeling expectations, detailed rubrics]

Performance Assessments:

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

| Poetry Presentations

Accommodations/Modifications:

| Modeling expectations, detailed rubrics