

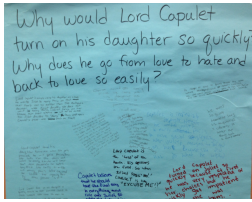
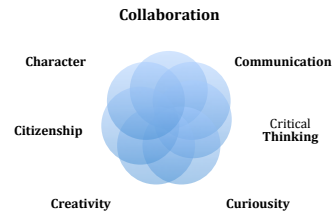


Content Area	Grade: Eleven/Twelve
<p><b>Course Title: Heroes and Monsters</b></p> <div data-bbox="216 537 373 753">  </div> <div data-bbox="426 532 655 753">  </div> <div data-bbox="709 553 959 753">  </div>	<p><b><i>R14 The Seven Cs of Learning</i></b></p> <div data-bbox="1325 540 1654 753">  </div>
Unit Titles	Length of Unit
<ul style="list-style-type: none"> <li><i>The Hero and the Monster</i></li> </ul>	8-10 weeks (Quarter 1)
<ul style="list-style-type: none"> <li><i>The Choice Between Good and Evil</i></li> </ul>	8-10 weeks (Quarter 2)



Strands	Eleventh and Twelfth Grade Level Expectations
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Readers synthesized information from texts to serve a specific purpose.</li> <li>• Readers use knowledge of language, including syntax and grammar, influence the understanding of literary, persuasive, and informational texts.</li> <li>• Readers can know literary criticism of complex texts requires the use of analytical, interpretive, and evaluative strategies.</li> <li>• Readers can know interpreting and evaluating complex texts requires the understanding of rhetoric, critical reading, and analysis skills.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Writers use elements of informational and argumentative texts can be refined to inform or influence an audience.</li> <li>• Writers know the demands that ongoing revisions and refinements improve grammar, usage, mechanics, and clarity.</li> <li>• Writers use style, detail, expressive language, and genre to create a well-crafted statement directed at an intended audience and purpose.</li> <li>• Writers use strong ideas, evidence, structure, and style to create persuasive, academic, and technical texts for particular audiences and specific purposes.</li> <li>• Writers use Standard English conventions effectively to communicate to targeted audiences and purposes.</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Speaking in formal and informal settings requires appropriate use of methods and audience awareness.</li> <li>• A Speakers validity of a message is determined by its accuracy and relevance.</li> <li>• Speakers take advantage of effective collaborative groups to accomplish goals.</li> </ul>
<b>Research and Reasoning</b>	<ul style="list-style-type: none"> <li>• Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes.</li> <li>• Learners know that complex situations require critical thinking across multiple disciplines.</li> <li>• Learners' arguments distinguish facts from opinions; and evidence defines reasoned judgment.</li> </ul>

Unit Title	Heroes and Monsters	Length of Unit	Quarter 1
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• Can someone be a hero and a monster at the same time?</li> <li>• Are heroes born or created?</li> <li>• Who has a greater impact on society: heroes or monsters?</li> <li>• What is redemption?</li> <li>• Can a hero have a negative effect on society?</li> <li>• Can a monster have a positive effect on society?</li> </ul>		
<b>Unit Strands and Standards</b>	<p>Analysis/Evaluation of Craft, Critique of an Argument, Evaluation of Success of Multiple Arguments  <u>Reading:</u> RL.11-12.5, RL.11-12.10, RI.11-12.1, RI.11-12.3, RI.11-12.7,  <u>Writing:</u> W.11-12.2, W.11-12.4, W. 11-12.5, W11-12.9,  <u>Speaking and Listening:</u> SL.11-12.1, SL.11-12.4,  <u>Language:</u> L.11-12.1, L.11-12.2, L.11-12.5</p>		
<b>Concepts</b>	<p>Evaluation of how rhetorical strategies and literary devices are used to affect audiences in a variety of ways, Evaluating cause and effect in contemporary situations, <i>A</i> journey vs. <i>The</i> journey</p>		
<b>Academic Vocabulary</b>	<p>Task Specific Vocabulary:          Synthesis, Argumentation, Tracing (in reference to development of literary elements)</p> <p>Text Specific Vocabulary:          Redemption, Hero, Monster, Nature vs. Nurture, Impact, Consequence, Innate, Inherent, Journey          Rhetorical Strategies and Literary Devices Specific to Chosen Texts</p>		

Unit Title	Heroes and Monsters	Length of Unit	Quarter 1
<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>		
<ul style="list-style-type: none"><li>• authors pull inspiration from a variety of texts, experiences, and opinions in order to portray a unique perspective of an event or idea.</li><li>• a variety of texts can illustrate the universality of a theme/concept.</li><li>• critical thinkers evaluate and make judgments about the strategies authors use to convey a message.</li><li>• one person’s journey is a matter of perspective and can affect others positively or negatively.</li><li>• one of the roles of an audience is to critique and evaluate the effectiveness of an author’s argument in order to develop an individual opinion.</li></ul>	<ul style="list-style-type: none"><li>• analyze/evaluate the quality of a literary work and the character’s portrayal especially when affected by the author’s underlying philosophy.</li><li>• analyze, evaluate, and critique how an author employs imagery, figurative language, and other devices to elicit a response as well as to convey meaning.</li><li>• analyze what effects media may have on elections and public attitudes.</li><li>• analyze/evaluate the cumulative connotative impact of a word or phrase on the meaning and tone of a passage, and analyze/evaluate an author’s use and refinement of a key term’s connotative meaning over the course of a text.</li><li>• draw automatically on strategies as needed in order to fully comprehend a variety of complex and challenging texts and to apply the understanding to analyze and critique a text.</li><li>• analyze, Evaluate, and critique how multiple central ideas or themes develop in a text and how these or themes work together.</li><li>• analyze and critique how the author’s use of language, organizational structures, techniques, and rhetorical devices further or detract from the author’s purpose.</li><li>• critique the similarities and differences in style, purpose, and organization of different texts.</li><li>• analyze/evaluate how word choice, controlling images, hyperbole, irony, paradox allusion, apostrophe, oxymoron, pun, synecdoche, and metonymy convey meaning to critique.</li><li>• Analyze complex cause-and-effect relationships and alternative possibilities in texts; critically evaluate the logic and plausibility of cause-and-effect relationships in texts.</li></ul>		
<b>Assessments:</b>	Performance Task #1: Character Analysis Across Time (Rubric). Performance Task #2: Argumentative Essay: Research and Presentation (Rubric)		
<b>Teacher Resources:</b>	<ul style="list-style-type: none"><li>❖ Student and Teacher Selected Articles, Speeches, Images, Poetry, Based on Current Events</li><li>❖ Mentor Text: <i>The Body</i> by Stephen King (<i>Stand By Me</i> film)</li><li>❖ Student Selected Texts Including But Not Limited To: <i>Frankenstein</i> by Mary Shelley, <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson, <i>The Odyssey</i> by Homer, <i>Monster</i> by Walter Dean Meyers, &amp; <i>Dracula</i></li></ul>		



Unit Title	The Choice Between Good and Evil	Length of Unit	Quarter 2
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• Is man inherently good or evil?</li> <li>• Do the choices you make define who you are?</li> <li>• Are there situations that justify “wrong choices”?</li> <li>• How does society define what is right and what is wrong?</li> <li>• Does the law truly determine what is right and what is wrong?</li> <li>• Is morality universal?</li> </ul>		
<b>Unit Strands and Standards</b>	Analysis/Evaluation of Craft, Literary Analysis, Research Skills and Synthesis <u>Reading:</u> RL.11-12.2, RL.11-12.4, RL.11-12.10, RI.11-12.1, RI.11-12.3, RI.11-12.7, <u>Writing:</u> W.11-12.2, W.11-12.4, W. 11-12.5, W.11-12.6, W.11-12.8, <u>Speaking and Listening:</u> SL.11-12.1, SL.11-12.4, SL.11-12.5, <u>Language:</u> L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4		
<b>Concepts</b>	Evaluation of how rhetorical strategies and literary devices are used to affect audiences in a variety of ways, Evaluating how people use multiple genres/media to portray a theme		
<b>Academic Vocabulary</b>	Task Specific Vocabulary: Synthesis, Analysis, Tracing (in reference to development of literary elements), Multimedia, Documentary  Text Specific Vocabulary: Redemption, Good vs. Evil, Morality, Ethics, Nature vs. Nurture, Consequence, Innate, Inherent, “Gray Area,” Appearance vs. Reality, Rhetorical Strategies and Literary Devices Specific to Chosen Texts		

Unit Title	The Choice Between Good and Evil	Length of Unit	Quarter 2
<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...		
<ul style="list-style-type: none"> <li>• authors pull inspiration from a variety of texts, experiences, and opinions in order to portray a unique perspective of an event or idea.</li> <li>• a variety of texts can illustrate the universality of a theme/concept</li> <li>• critical thinkers evaluate and make judgments about the strategies authors use to convey a message.</li> <li>• morality is a subjective.</li> <li>• one of the roles of an audience is to critique and evaluate the effectiveness of an author's argument in order to develop an individual opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate the cumulative connotative impact of a word or phrase on the meaning and tone of a passage, and evaluate an author's use and refinement of a key term's connotative meaning over the course of a text.</li> <li>• analyze supporting information for main points in challenging text regardless of where the support is presented in the text.</li> <li>• draw automatically on strategies as needed in order to fully comprehend a variety of complex and challenging texts and to apply the understanding to analyze and critique a text.</li> <li>• analyze and critique how the author's use of language, organizational structures, techniques, and rhetorical devices further or detract from the author's purpose</li> <li>• critique the similarities and differences in style, purpose, and organization of different texts.</li> <li>• analyze/Evaluate a work's commentary and contribution to issues and ideas by comparing its theme(s) to others from the same historical period.</li> <li>• analyze how complex works develop multiple levels of themes.</li> <li>• analyze/Evaluate how word choice, controlling images, hyperbole, irony, paradox allusion, apostrophe, oxymoron, pun, synecdoche, and metonymy convey meaning, and critique their effectiveness.</li> <li>• analyze/Evaluate rhetorical devices used in an argument for their effectiveness in persuading or affecting the reader or in giving power to an argument or its meaning.</li> </ul>		
<b>Assessments:</b>	Performance Task #1: Literary Analysis: Cross Text Comparison Performance Task #2: Multimedia Documentary: (Rubric)		
<b>Teacher Resources:</b>	<ul style="list-style-type: none"> <li>❖ Mentor Text: <i>The Other Wes Moore: One Name, Two Fates</i> by Wes Moore</li> <li>❖ Student and Teacher Selected Texts Including But Not Limited To: <i>I am Legend</i> by Richard Matheson, <i>Macbeth</i> by William Shakespeare, <i>The Lord of the Flies</i> by William Golding, <i>Fahrenheit 451</i> by Ray Bradbury, <i>East of Eden</i> by John Steinbeck, <i>Brave New World</i> by Aldous Huxley,</li> </ul>		