



G-E-T High School Curriculum

Align, Explore, Empower

Scope and Sequence

College Prep English

Unit 1 - Book Review (college bound list)

--over the course of two terms

- Students will read and analyze a college bound book. They will also present their book review to the class.

In this unit, students will ...

- Read and analyze two college-bound books and prepare oral book reviews--fiction and nonfiction.
- Analyze theme, characters, language, structure, and plot.

Unit 2 - Job Shadow

--first term assignment

- Students will be organizing a 3-hour job shadow of their chosen career.

In this unit, students will ...

- Schedule a three-hour job shadow in an area of interest.
- Summarize and conclude with a reflective paper about experience.
- Create a thank you letter.

Unit 3 - Anglo Saxon and Medieval Periods

~8 weeks

- Students will read and analyze *Beowulf*, *Iliad*, *Executer poems*, *Chaucer's The Canterbury Tales*, "Federigo's Falcon", Dante's *Inferno*, ballads, and King Arthur stories.

In this unit, students will ...

- Read and analyze *Beowulf*, *Homer's Iliad*, *Executer poems*, *Chaucer's The Canterbury Tales*: Prologue, "The Pardoner's Tale" and "The Wife of Bath's Tale", "Federigo's Falcon", Dante's *Inferno*, ballads, and King Arthur stories.
- Study Anglo Saxon and Medieval time periods and the effect on literature.
- Recognize different genres' characteristics: epic, frame story, ballads, lyric poems, and medieval romance.
- Compare authors' influences.
- Note elements of epic poetry such as imagery, tone, irony, satire, epithets, kennings, alliteration, caesura, and heroic traits.
- Compare epic heroes.

- Clarify events and paraphrase prose and poetry.
- Create and present a powerpoint describing Dante's *Inferno*.
- Compose a Chaucer-like poem in iambic pentameter.

Unit 4 - Dante Alighieri's epic poem *Divine Comedy --Inferno*

~2 weeks

- Students will read and analyze Dante's epic poem *Inferno* from *The Divine Comedy*.

In this unit, students will ...

- Students will read and analyze parts of Dante's epic poem *Inferno* from *The Divine Comedy*.
- Study time period and author Dante Alighieri.
- Note elements of epic poetry such as imagery, tone, irony, allusions, and other figurative language .
- Create and present a powerpoint describing Dante's *Inferno* level.
- Compose a fictional narrative describing levels from Dante's *Inferno*.

Unit 5 - Renaissance: Shakespeare's *Macbeth* and sonnets

~6 weeks

- Students will read and analyze Shakespeare's sonnets and *Macbeth*.
- Students will read and analyze Niccolo Machiavelli's "The Prince."

In this unit, students will ...

- Read and analyze William Shakespeare's *Macbeth*.
- Study English Renaissance time period and the effect on literature.
- Recognize characteristics of Shakespearean drama.
- Clarify events and paraphrase Shakespearean drama and sonnets.
- Note elements of sonnets such as imagery, tone, theme, similes, and other figurative language.
- Analyze rhetorical devices in Niccolo Machiavelli's "The Prince": irony, paradox, and subtlety.

Unit 6 - Character Analysis Paper

~2 weeks

- Students will compose a character analysis paper.

In this unit, students will ...

- As a concluding review of the quarter, students will write a character analysis paper. Each student will choose three characters studied from the class to compare/contrast. In the paper the student will evaluate motivations and actions of each character.

Unit 7 - Restoration and the 18th century

~1 week

- Students will read Jonathan Swift's "Gulliver's Travels" and "A Modest Proposal."

In this unit, students will ...

- Read and analyze Jonathan Swift's "Gulliver's Travels" and "A Modest Proposal."
- Study the Restoration and the Age of Reason; recognize the effects on literature.
- Recognize satire and theme in the stories.
- Identifying problem, causes, and solutions.

Unit 8 - Romanticism

~7 weeks

- Students will read and analyze *Frankenstein* by Mary Shelley.

In this unit, students will ...

- Study the Romantic time period and author Mary Shelley's life.
- Read and analyze *Frankenstein* by Mary Shelley.
- Identify characteristics of Romanticism and historical period of novel.
- Study vocabulary within novel.
- Create project that illustrates one of the themes of the novel.

Unit 9- *Night* by Elie Weisel

~1 week

- Students will read and study *Night* by Elie Weisel.

In this unit, students will ...

- Read and study *Night* by Elie Weisel.
- Study historical time period of novel: the Holocaust.
- Study vocabulary within novel.

Unit 10 - *Kite Runner*

~3 weeks

- Read and study *Kite Runner* by author Khaled Hosseini.

In this unit, students will ...

- Read and study *Kite Runner* by author Khaled Hosseini.
- Study historical time period and Muslim culture of the novel.
- Study vocabulary within novel.

Unit 11 - Research Paper	~7 weeks
- Students will learn how to write an MLA formatted research paper about a culture other than their own.	
In this unit, students will ...	
<ul style="list-style-type: none"> • Write a MLA formatted research paper about a culture other than their own using works cited and in-text citations. • Collect credible sources to use for research paper. • Participate independently and collaboratively with writing, peer editing, and sharing. • Write to develop these six traits of writing: ideas, organization, voice, word choice, and conventions. 	

Unit 12 - <i>Alchemist</i>	~2 weeks
- Read and study <i>Alchemist</i> by Paulo Coelho	
In this unit, students will ...	
<ul style="list-style-type: none"> • Read and study <i>Alchemist</i> by author Paulo Coelho. • Identify universal themes, point of view, and symbolism. • Study vocabulary within novel. 	

***Note: Some of the units overlap.

Standards for College Prep English	
<u>CCSS.ELA-LITERACY.W.11-12.1</u>	
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
<u>CCSS.ELA-LITERACY.W.11-12.1.A</u>	
Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	
<u>CCSS.ELA-LITERACY.W.11-12.1.B</u>	
Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	
<u>CCSS.ELA-LITERACY.W.11-12.1.C</u>	

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.11-12.2

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

CCSS.ELA-LITERACY.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.11-12.2.C

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.11-12.2.D

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

CCSS.ELA-LITERACY.W.11-12.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.W.11-12.3

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

CCSS.ELA-LITERACY.W.11-12.3.A

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

CCSS.ELA-LITERACY.W.11-12.3.B

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

CCSS.ELA-LITERACY.W.11-12.3.C

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

CCSS.ELA-LITERACY.W.11-12.3.D

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

CCSS.ELA-LITERACY.W.11-12.3.E

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

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.11-12.4

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

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.11-12.7

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

CCSS.ELA-LITERACY.W.11-12.8

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

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.11-12.9.A

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

CCSS.ELA-LITERACY.W.11-12.9.B

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

Range of Writing:

CCSS.ELA-LITERACY.W.11-12.10

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