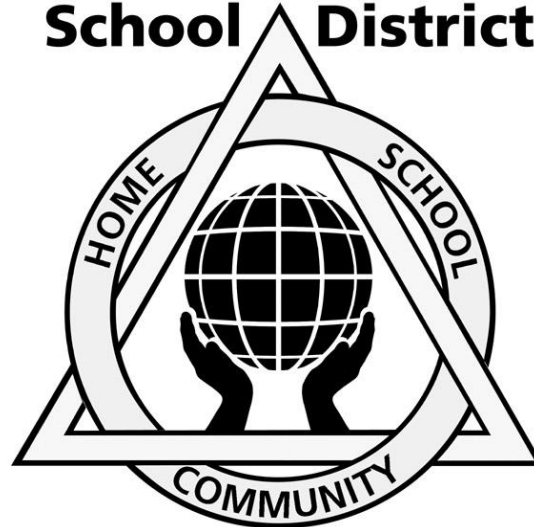


# **English IV - Senior Literature and Writing Communication Arts Curriculum**

**Francis Howell  
School District**



**LEARNING TOGETHER**

**Board Approved: April 18, 2013**

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# Francis Howell School District

## Mission Statement

Francis Howell School District is a learning community where all students reach their full potential.

## Vision Statement

Francis Howell School District is an educational leader that builds excellence through a collaborative culture that values students, parents, employees, and the community as partners in learning.

## Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement for all
- Operating safe and well-maintained schools
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing character and leadership

## Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

## **Communication Arts Graduate Goals**

Upon completion of their Communication Arts study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

### **Communication Arts Rationale for English IV - Senior Literature and Writing**

One of the goals of English IV is to reinforce the literacy skills taught in English I -III while beginning to prepare students for the challenging reading and writing they will encounter in college and beyond. Students will focus on practicing all communication skills including reading, writing, speaking, listening, viewing, and finding and interpreting information. They will also be expected to combine their knowledge and experience by reflecting, exploring, and generating new ideas to solve problems and make decisions. They will study a wide variety of literature that focuses on self-exploration and expanding students' knowledge and acceptance of the variety of human experiences and cultures. They will also practice effectively communicating their ideas and experiences to others through both speaking and writing.

### **Course Description for English IV - Senior Literature and Writing**

Senior Literature and Composition prepares students for post-secondary literacy tasks by incorporating reading (both literature and informational texts at the College and Career Readiness Level) with analytical student writing. Throughout the course of the year, students will develop and demonstrate their writing ability through narrative, expository, and argumentative styles. The class also incorporates various methods of integrated literacy (listening skills, media, and speaking). Students will evaluate complex texts from a range of genres, cultures and time periods. This evaluation incorporates an understanding of writing as a craft; including consideration of the author's style and purpose in writing. Through wide and deep reading, students will actively determine central themes and ideas and analyze those themes throughout the text. Through discussion and writing students may relate a work to its historical and social context while also reflecting on its relevance today.

English IV Units & Standards Overview

Semester 1 Semester 2

Unit A: How Texts and Readers Work	Unit D: Self and Others	Unit B: Minds and Motives-Shakespeare	Unit E: Class and Conflict
8-9 weeks	8-9 weeks	8-9 weeks	8-9 weeks
PE Assessment: RL1, RL2, RL4, W2, W4, W5, W9, W10, L1, L2	PE Assessment: RI1, RI2, RI7, W1, W4, W5, W8, W9, W10, L1, L2, SL4, SL5, SL6	PE Assessment: RL1, RL2, RL3, RL5, W2, W4, W5, W9, L1, L2	PE Assessment: W3, W4, W10, RL2, RL3, L3, L4, L6
<p>RL 1 RL 2 RL 3 RL 4 RL6 RL10</p> <p>RI 7</p> <p>W2 W4 W5 W7 W9 W10</p> <p>SL 1 SL 4 SL 5 SL 6</p> <p>L1 L2 L6</p>	<p>RI1 RI2 RI4 RI7</p> <p>W1 W4 W5 W7 W8 W9 W10</p> <p>SL1 SL2 SL3 SL4 SL5 SL6</p> <p>L1 L2 L3</p>	<p>RL1 RL2 RL3 RL4 RL5 RL7 RL10</p> <p>RI1 RI2 RI4 RI5 RI6 RI7</p> <p>W2 W4 W5 W8 W9 W10</p> <p>SL1 SL3 SL4</p> <p>L1 L2 L3 L4 L5 L6</p>	<p>RL1 RL2 RL3 RL4 RL5 RL10</p> <p>RI1 RI3 RI5 RI6 RI10</p> <p>W3 W4 W5 W6 W9 W10</p> <p>SL1</p> <p>L3 L4 L6</p>

### English IV Course Map

	<b>Unit Description</b>	<b>Unit Timeline</b>	<b>PE Summary</b>	<b>PE Standards</b>
<b>Semester 1</b>	<p><b>Texts &amp; Readers:</b> The purpose of this unit is to refresh and enrich the literary analysis skills practiced in English III. By the end of the unit, students will come to understand and analyze how authors develop theme in fiction, including how they use setting, characterization, tone, symbolism, and internal/external conflict to convey an idea. The teacher should select a text that offers multiple interpretations for students, and a text that addresses a wide variety of human experience will offer many different types of themes to students. Additionally, students will warm-up research and presentation skills required for more formal assignments later in the year.</p>	<p>6-8 weeks</p> <ol style="list-style-type: none"> <li>1. Analytical Reading Inventory</li> <li>2. Historical Background Research</li> <li>3. Novel Analysis (written responses &amp; discussions)</li> <li>4. Writing Process: theme essay (PE)</li> </ol>	<p><b>Informative/Expository Essay:</b> Identify a prominent theme in the novel. Write an essay analyzing how the author develops that theme over the course of the novel using at least two of the following author’s techniques: setting, characterization, tone, symbolism, internal conflict, external conflict.</p>	<p>RL1, RL2, RL4, W4, W5, W9, W10, L1, L2</p>
<b>Semester 1</b>	<p><b>Self &amp; Others:</b> The unit aims to generate self and social reflect within the individual. Students will use their self-reflection as a springboard for individual research. The majority of reading in this unit is Informational Text through student research. However, the teacher could incorporate works of fiction as well and narrative non-fiction that address the essential questions. There are two major projects at the end of this unit: argumentative research paper and an open forum debate. The students will be expected to address claims, opposing claims, counterclaims and values surrounding their topic as well as orally defend them in front of their peers. Additionally, the students will be expected to effectively use a visual aide to strengthen their arguments.</p>	<p>approximately 10-12 weeks The teacher could teach this unit while teaching another—perhaps one that requires independent reading. It is suggested that it be completed in the following steps:</p> <ol style="list-style-type: none"> <li>1. Brainstorming &amp; Topic Proposal: 1- 2 weeks</li> <li>2. Active Research: 4-6 weeks</li> <li>3. Writing Instruction: 1 week</li> <li>4. Independent Writing Time: 3 weeks</li> <li>5. Peer Review &amp; Editing: 1 week</li> <li>6. Reflection and presentation: 1 week</li> </ol>	<p><b>Argument Writing:</b> In a well-constructed essay students will write an argument to support claims in an analysis of a self-selected topic. Specifically, students will identify a problem that exists socially/culturally. Students will analyze the potential harms and solutions to/of this problem. Students must also observe and defend any existing counter-claims of the argument. The students will use textual evidence from multiple informational text sources to support an original, concise thesis statement. Students will be graded on the research process as well as products.</p> <p><b>Speech Presentation (with Questions and Answers):</b> By presenting a three-minute informative speech on their topics, individual students will initiate an open forum debate with their classmates.</p>	<p>RI1, RI2, RI7, W1, W4, W5, W8, W9, W10, SL2, L1, L2</p>

<b>End of Semester 1</b> Performance Event: The purpose of this exam is to assess writing skills (specifically using supportive, textual evidence) and reading literature standards taught throughout semester units.				
<b>Semester 2</b>	Minds & Motives: The purpose of this unit is to analyze the behavior of characters in drama; specifically tragedy. The teacher	approximately 6-8 weeks. It is suggested that it be	<b>Informative/Explanatory Writing:</b> In a well-constructed essay the students will	RL1, RL2, RL3, RL5, W2, W4,

	<p>should select a play that focuses on a tragic hero; a character that not only fits Aristotle’s definition of a tragic hero, but also forces the students to deeply consider the actions made by the character. This unit provides activities for teaching Shakespeare’s <i>Hamlet</i>, though any great work of tragedy by William Shakespeare will apply. Additionally students will connect character actions to our own human behavior. While studying the behavior of fictional character(s), the unit should explore similar occurrences and connections both historically and currently. By the end of the unit, students should be able to identify how a character’s actions and behavior contribute to the overall theme. The ability to analyze character and theme will be reflected in a literary analysis essay.</p>	<p>completed in the following steps:</p> <ol style="list-style-type: none"> <li>1. Before Reading Strategies: 1- 2 weeks</li> <li>2. During Reading Strategies: 4-6 weeks</li> <li>3. Post Reading Strategies: 1 week</li> </ol>	<p>analyze the progression of the tragic hero throughout the course of the play. The students will identify why the character was respected and/or honored in the play’s beginning before explaining their digression and downfall in the end. The students will directly connect this character’s behavior to the theme of the play. The students will use concrete evidence from the text to support an original, concise thesis statement.</p>	<p>W5, W9, W10, L1, L2</p>
<p><b>Semester 2</b></p>	<p><b>Class &amp; Conflicts:</b> The purposes of this unit are to conduct an analysis of class conflicts in literature, while at the same time developing narrative writing skills. By the end of the unit, students will come to understand and analyze how authors develop theme of socioeconomic class and power in fiction, including how they use voice and characterization to convey these themes. The teacher should select a novel to serve at the unit’s center that address these issues head-on. Additionally, students will continue to develop discussion skills and continue adapting their writing for a given audience and purpose.</p>	<p>5-7 weeks</p> <ol style="list-style-type: none"> <li>1. Blog from a character’s perspective throughout the novel</li> <li>2. Make connections between poems &amp; informational texts and the novel; discuss connections</li> <li>3. Read examples of memoirs</li> <li>4. Write a memoir from a character’s perspective</li> </ol>	<p>After reading the unit novel, students will adopt the voice of one of its characters and write a memoir about the events of the novel.</p>	<p>W3, W4, W10, RL2, RL3, L3, L4, L6</p>
<p><b>End of Semester 2</b></p>	<p><b>Performance Event:</b> The purpose of this exam is to assess writing skills and reading informational text standards taught primarily during second semester.</p>	<p>2-3 days in class at/or near the end of Semester 2.</p>	<p>Within a limited time frame, students will construct an essay evaluating a piece of narrative non-fiction and a corresponding interview with the author.</p>	<p>W1, W2, W4, W9, RI1, RI2, RI3, RI4, RI6</p>



<b>Content Area:</b> English	<b>Course:</b> English IV	<b>UNIT:</b> Texts & Readers (Unit A)
<b>Unit Description:</b> The purpose of this unit is to refresh and enrich the literary analysis skills practiced in English III. By the end of the unit, students will come to understand and analyze how authors develop theme in fiction, including how they use setting, characterization, tone, symbolism, and internal/external conflict to convey an idea. The teacher should select a text that offers multiple interpretations for students, and a text that addresses a wide variety of human experience will offer many different types of themes to students. Additionally, students will warm-up research and presentation skills required for more formal assignments later in the year.		<b>Unit Timeline:</b> 6-8 weeks  <ol style="list-style-type: none"> <li>1. Analytical Reading Inventory</li> <li>2. Historical Background Research</li> <li>3. Novel Analysis (written responses &amp; discussions)</li> <li>4. Writing Process: theme essay (PE)</li> </ol>

<b>DESIRED RESULTS</b>
<b>Transfer Goal</b> – Students will analyze, synthesize, and evaluate European and other texts and communicate their findings accurately and clearly.

**Understandings** –

1. Students will be able to find reliable resources about a topic and work to compile introductory information about it as well as use historical/cultural background knowledge in order to inform and enrich their reading of a text.
2. Students will be able to compose and deliver a clear, concise, informative, and student-friendly presentation while making use of digital media.
3. Students will be able to understand setting, characterization, tone, diction, symbolism and analyze the choices authors make regarding these elements in order to develop a theme in literature.
4. Students will be able to make reasonable inferences about character traits, motives, relationships, symbolism, tone, and other elements of literature and chose relevant examples to support claims.
5. Students will be able to produce, actively listen to, and work to synthesize their own and their classmates’ interpretations of the text.
6. Students will be able to understand and fully engage in each step of the writing process and compose an informative/expository essay in which they identify how a single theme is developed using the basic elements of literature.

<b>Essential Questions:</b> How do readers draw meaning from text? How do strong readers read? What is the value of hearing multiple interpretations of a text? What are the elements of a narrative text that help to convey meaning?
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<b>Students Will Know...</b>	<b>Standard</b>	<b>Students Will Be Able to ...</b>	<b>Standard</b>
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<p>The definition of an inference is and how to think beyond the text. Inferences need to be supported with evidence from the text.</p> <p>The definition of theme and how to find evidence to support the themes as well as how other elements of literature (characterization, plot, setting, tone, point of view, etc.) create and build themes. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.</p> <p>The definition of setting, plot, characterization as well as that the authors is intentional about these decisions in order to convey the overall purpose of the text.</p> <p>The definition of figurative language and words sometimes have connotative meanings. The author is deliberate in the use of words in order to convey a certain tone, which holds the reader's attention and ultimately conveys the overall message of the text.</p>	<p>RL1</p> <p>RL2</p> <p>RL3</p> <p>RL4</p>	<p><b>Reading Literature:</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in the text from what is really meant (e.g. satire, sarcasm, irony, or understatement).</p>	<p>RL1</p> <p>RL2</p> <p>RL3</p> <p>RL4</p> <p>RL6</p>
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<p>Readers persevere through difficult texts by using multiple strategies to aid in comprehension and understanding. Readers choose different strategies for different types of text.</p> <p>Where to find information regarding specific questions or problems and how to evaluate the accuracy and adequacy of a source.</p> <p>Writers write to convey their purpose or message and keep an objective tone while writing informational texts.</p> <p>Writers have one strong, controlling idea and support that idea with concrete, specific details, facts, quotes, or other information from sources.</p> <p>Writers have an effective beginning, middle and end that the reader can easily follow.</p> <p>Writers pay careful attention to their word choice in order to create a certain tone that effectively gets the idea across to the reader.</p>	<p>RL10</p> <p>RI7</p> <p>W2</p>	<p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>Reading Informational Texts:</b></p> <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>Writing:</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p>	<p>RL10</p> <p>RI7</p> <p>W2</p>
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<p>Writers know and use specific traits because they contribute to clear, cohesive writing. These traits include ideas and content, organization, sentence fluency, word choice, voice, and conventions.</p> <p>Writers follow a process when they write. The process should include prewriting, drafting, revising (based on feedback), editing and publishing. Writer need to be aware of audience and purpose and choose appropriate form to suit them.</p> <p>Research is something that is done all the time. Where to find accurate and credible information in order to answer a question or solve a problem is essential.</p> <p>Writers analyze and evaluate evidence from sources and use that evidence to convey their controlling idea.</p> <p>Writers write for a variety of purposes and write a variety of texts in order to improve their skills.</p>	<p>W4</p> <p>W5</p> <p>W7</p> <p>W9</p>	<p>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).</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for informative/expository writing—W1.)</p> <p>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 on page 54.)</p> <p>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.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> 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”).</p> <p>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.</p>	<p>W4</p> <p>W5</p> <p>W7</p> <p>W9</p>
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<p>Discussions require collaboration, preparation, research, and questioning to clarify others’ perspectives as well as providing a clear response.</p> <p>Presenters are clear in conveying their message and purpose. They present in a logical order and present all sides, while keeping an appropriate voice depending on the audience and task.</p> <p>Presenters use a variety of digital media for presentations to hold the listener’s interest. Presenters will need to be exposed to a variety of digital media so they can practice.</p> <p>Presenters modify speech depending on audience and task.</p> <p>Writers edit their work, consulting references, after revising to ensure that it is free from errors. Writers sometimes break usage conventions to fit style and overall purpose.</p>	<p>W10</p> <p>SL1</p> <p>SL4</p> <p>SL5</p> <p>SL6</p> <p>L1</p>	<p><b>Speaking and Listening:</b></p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p><b>Language:</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<p>W10</p> <p>SL1</p> <p>SL4</p> <p>SL5</p> <p>SL6</p> <p>L1</p>
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<p>Writers edit their own and others' work for capitalization, punctuation, and spelling errors. Writers consult references when they don't know proper convention rules.</p> <p>a. Hyphenation conventions and the purpose behind using hyphens.</p> <p>Different contents all have different vocabulary and that vocabulary is essential to understanding of texts. Readers have multiple places to go to define these words.</p>	L2	<p>b. Resolve issues of complex or contested usage, consulting references as needed.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions</p> <p>b. Spell correctly</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	L2
	L6		L6

**EVIDENCE of LEARNING**

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
6	RL1, RL2, RL4, W4, W5, W9, W10, L1, L2	<b>Informative/Expository Essay:</b> Identify a prominent theme in the novel. Write an essay analyzing how the author develops that theme over the course of the novel using at least two of the following author's techniques: setting, characterization, tone, symbolism, internal conflict, external conflict. (Appendix A1)	C

**SAMPLE LEARNING PLAN**

<b>Pre-assessment: Analytical Reading-Level Inventory</b> (Appendix A2)				
Students will take the Analytical Reading-Level Inventory at the start of the year in order to determine their current level of analytical reading.				
<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u>
3, 4	RL1, RL2, RL4, W4	<p>1. <b>Analytical Reading-Level Inventory</b> (Appendix A2)</p> <p>Students will take the Analytical Reading-Level Inventory at the start of the year in order to determine their current level of analytical reading. Quadrant C (Appendix A3 --scoring guide and sample answers). This data can be used to arrange heterogeneous/homogeneous grouping, as desired, as the unit proceeds. Review answers to questions using attached presentation (Appendix A3). Students will take notes over what sort of thinking goes on at each level (Appendix A4).</p>	Analytical Reading Level Inventory and Reading Level Responses	C

1, 2	RI7, W7, SL4, SL5, SL6, L6	<b>2. Presentation: Informal Research</b> Students will research teacher-provided topics to establish the cultural and historical background in which the text was written and present their findings to the class. (Appendix A5, an example for <i>1984</i> .)		B
3, 4	RL1, RL2, RL4, RL10, W4, W9, W10	<b>3. Reading Responses</b> As they read the text in 6 sections, students will submit Reading Level Responses (RLR) and Author's Technique (AT) responses. The class will be divided into two groups, and on any given section of the text, half will do an RLR and half will do an AT. These responsibilities will swap each time. See Appendix A6 for details. Appendix A7 is the scoring guide for the RLR's. Prompts for the AT responses are in Appendix A8. (Appendix A6, A7, A8). Before completing the RLR's, students will need to review the model RLR's in Appendix A9 (or create your own which are directed at a different text). In small groups, students will read responses without their labels. Students will refer to their notes over the levels and attempt to label each one according to its reading level. (Appendix A9)		C
3, 4, 5	RL1, RL2, RL4, RL10, SL1	<b>4. Small Group Discussions</b> The first half of each discussion day students will be with other students with like responses (AT's stay with AT's and RLR's with RLR's) to discuss in small groups what they've written. Students will use the Round Table structure and a graphic organizer in order to share our responses and attempt to synthesize meaning from each other's responses. (Appendix A10)	Round Table Small Group Discussions	D
3, 4, 5	RL1, RL2, RL4, RL1, SL1, SL6	<b>5. Discussion: Full group discussions of text in 6 sections</b> The second half of each discussion day, students will come together as a whole and discuss each individual's synthesis and anything else from the current section that needs discussion or clarification.	Full Group Class Discussions- Socratic Seminar	D
3, 4	RL1, RL2, RL3, RL4, RL10, W2, W4, W9	<b>6. Analysis: Use the close-reading questions to perform a close reading of a literary passage.</b> Students will choose a small passage of the novel and perform a close reading on that passage. (Appendix A11)	Close Reading	C
6	RL1, RL2, RL4, W2, W4, W9, W10, L1, L2	<b>7. Summative Assessment: Informative/Expository Essay</b> Students will engage in prewriting, drafting, revision, editing, publication, and reflection. (Appendix A1)	Writing Process	D

## UNIT RESOURCES

### Unit Resources & Suggested Texts:

**Poetry:**

*Beowulf*

**Novels:**

1984

*The Picture of Dorian Gray*

*Rebecca*

*Brave New World*

*Jane Eyre*

*Metamorphosis*

*Crime and Punishment*

*The Death of Ivan Ilyich*

*Cry, the Beloved Country*

**Resources:**

Analytical Reading Level Inventory and Reading Level Responses: Fitzpatrick, Declan. "Constructing Complexity: Using Reading Levels to Differentiate Reading Comprehension Activities." *English Journal* 98.2 (2008): 57-63.

Round Table Small Group Discussions: [http://www.usd416.org/pages/uploaded\\_files/Round\\_Table.pdf](http://www.usd416.org/pages/uploaded_files/Round_Table.pdf)

Full Group Class Discussion: Nystrand, Martin. *Opening Dialogue: Understanding the Dynamics of Language and Learning in the English Classroom*. New York: Teachers College, 1997. Print.

Socrative – App for classroom discussions: <http://www.socrative.com>; <http://www.facultyfocus.com/articles/app-of-the-week/app-review-socrative/>

Close Reading of a Literary Passage: [http://web.cn.edu/kwheeler/documents/Close\\_Reading\\_Passage.pdf](http://web.cn.edu/kwheeler/documents/Close_Reading_Passage.pdf)

Writing Process: <http://owl.english.purdue.edu/owl/section/1/1/>

Expository Writing: <http://owl.english.purdue.edu/owl/resource/685/02/>

**Vocabulary:**



**CHARACTERIZATION:** The methods by which an author reveals aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.

**CLOSE READING:** independent reading of complex texts to gather evidence, knowledge, and insight for writing or discussion

**EXTERNAL CONFLICT:** struggle between a literary or dramatic character and an outside force such as nature or another character, which drives the dramatic action of the plot

**INTERNAL CONFLICT:** psychological struggle within the mind of a literary or dramatic character, the resolution of which creates the plot's suspense

**SYMBOL:** something used for or regarded as representing something else; a material object representing something, often something immaterial; emblem, token, or sign.

**THEME:** the abstract concept explored in a literary work; underlying or implicit meaning, concept, or message in a text. In the CCSS at lower grades, central message refers to main point or essence of the text.

**tone:** a writer or speaker's attitude toward the material or audience.

**SARCASM:** a mode of satirical wit depending for its effect on bitter, caustic, and often ironic language that is usually directed against an individual.

**SATIRE:** literary technique that expresses a critical attitude with humor.

**UNDERSTATEMENT:** presenting something as less important than it actually is.

<b>Content Area:</b> English	<b>Course:</b> English IV	<b>UNIT:</b> Self & Others (Unit D)
<p><b>Unit Description:</b>  The unit aims to generate self and social reflect within the individual. Students will use their self-reflection as a springboard for individual research. The majority of reading in this unit is Informational Text through student research. However, the teacher could incorporate works of fiction as well and narrative non-fiction that address the essential questions. There are two major projects at the end of this unit: argumentative research paper and an open forum debate. The students will be expected to address claims, opposing claims, counterclaims and values surrounding their topic as well as orally defend them in front of their peers. Additionally, the students will be expected to effectively use a visual aide to strengthen their arguments.</p>		<p><b>Unit Timeline:</b>  This unit should take approximately 10-12 weeks; however the teacher could teach this unit while teaching another—perhaps one that requires independent reading. It is suggested that it be completed in the following steps:</p> <ul style="list-style-type: none"> <li>● Brainstorming &amp; Topic Proposal :1- 2 weeks</li> <li>● Active Research: 4-6 weeks</li> <li>● Writing Instruction: 1 week</li> <li>● Independent Writing Time: 3 weeks</li> <li>● Peer Review &amp; Editing: 1 week</li> <li>● Reflection and presentation: 1 week</li> </ul> <p>The Performance Event requires at home writing and research; it is suggested that teachers allows a minimum of three weeks for researching, writing, editing and polishing.</p>

**DESIRED RESULTS**

**Transfer Goal** – Students will analyze and evaluate European and other texts and synthesizing and communicating their findings accurately and clearly.

**Understandings** –

1. Students will generate a question to guide research.
2. Students will assess informational texts.
3. Students will organize research into writing.
4. Students will apply research to writing.
5. Students will demonstrate effective question and answering skills during individual presentations.

**Essential Questions:**

How do our actions influence others? How do our decisions impact local, national, and global issues and problems? What problems do we (as a society) face and how can our generation prevent them? How can one individual’s behavior impact so many?

Students Will Know...	Standard	Students Will Be Able to ...	Standard
<p>The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</p> <p>The definition of main idea and how to find evidence to support that main idea as well as how each idea builds on another to create the overall message of the author. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.</p> <p>The definition of figurative language and words sometimes have connotative meanings. The author is deliberate in the use of words in order to convey a certain tone, which holds the reader's attention and ultimately conveys the overall message of the text. Readers use decoding strategies, such as context clues, knowledge of roots and affixes, etc. to help understand the meaning of unknown words.</p> <p>Where to find information regarding specific questions or problems and how to evaluate the accuracy and adequacy of a source.</p>	<p>RI1</p> <p>RI2</p> <p>RI4</p> <p>RI7</p>	<p><b>Reading Informational texts:</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn for the text, including determining where the text leaves matters uncertain.</p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build one another to provide a complex analysis; provide an objective summary of text.</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p>Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question to solve a problem.</p>	<p>RI1</p> <p>RI2</p> <p>RI4</p> <p>RI7</p>



<p>Researchers review and evaluate multiple resources to find the most accurate and most relevant information. Researchers understand there is a delicate balance between their own ideas and that of the sources. Researchers understand the importance of citing sources.</p> <p>Writers analyze and evaluate evidence from sources and use that evidence to convey their controlling idea.</p> <p>Writers write for a variety of purposes and write a variety of texts in order to improve their skills.</p> <p>Discussions require collaboration, preparation, research, and questioning to clarify others' perspectives as well as providing a clear response.</p>	<p>W8</p> <p>W9</p> <p>W10</p> <p>SL1</p>	<p>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.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single day or two) for a range of tasks, purposes, and audiences.</p> <p><b>Speaking and Listening:</b></p> <p>Initiate and participate effectively in a range of collaborative discussions with diverse patterns on grades 11-12 topics; texts and issues, building on other's ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue;</p>	<p>W8</p> <p>W9</p> <p>W10</p> <p>SL1</p>
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<p>Information should be from multiple types of sources and researchers need to evaluate each source for credibility, accuracy and adequacy of evidence before using that information to solve a problem or make a decision.</p> <p>Speakers and writers create text with a certain purpose or, at times, bias, and readers need to evaluate all components of the text before trusting the text.</p> <p>Presenters are clear in conveying their message and purpose. They present in a logical order and present all sides, while keeping an appropriate voice depending on the audience and task.</p> <p>Presenters use a variety of digital media for presentations to hold the listener’s interest. Presenters will need to be exposed to a variety of digital media so they can practice.</p> <p>Presenters modify speech depending on audience and task.</p>	<p>SL2</p> <p>SL3</p> <p>SL4</p> <p>SL5</p> <p>SL6</p>	<p>clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>Make strategic use of digital media (e.g. textual, graphic, audio, visual, and interactive elements) in presentations to enhance understandings and findings, reasoning, and evidence and to add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of the formal English when indicated and appropriate.</p>	<p>SL2</p> <p>SL3</p> <p>SL4</p> <p>SL5</p> <p>SL6</p>
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<p>Writers edit their work, consulting references, after revising to ensure that it is free from errors. Writers sometimes break usage conventions to fit style and overall purpose.</p> <p>Writers edit their own and others' work for capitalization, punctuation, and spelling errors. Writers consult references when they don't know proper convention rules.</p> <p>a. Hyphenation conventions and the purpose behind using hyphens.</p> <p>Readers analyze an author's language choices and syntax and evaluate whether it is effective or not. Similarly, writers use specific language and syntax for effect and clarity of meaning.</p>	<p>L1</p> <p>L2</p> <p>L3</p>	<p><b>Language:</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references as needed.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions</p> <p>b. Spell correctly</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>Research:</b></p> <p>Collaborate with peers, teachers, and/or experts to develop a research plan.</p> <p>Establish personal and/or group system of time management, accomplish objectives within personal and/or group system of time management, and revise personal and/or group time management system.</p> <p>Utilize prior knowledge of database application to different research tasks.</p>	<p>L1</p> <p>L2</p> <p>L3</p> <p>DT</p> <p>DT</p> <p>LDS</p> <p>OSI</p>
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		<p>Develop individual note-taking styles: recognize gaps in information that could lead to inaccurate conclusions; use digital tools to gather, organize and maintain needed citation information from all sources used; understands expectations and consequences of plagiarism; avoids plagiarism.</p> <p>Evaluate the impact of using different resources on the quality of the final product.</p> <p>Implement reflective practices in improving research skills.</p> <p>Identify changes needed in process and resources to improve product.</p>	<p>EPP</p> <p>EPP</p> <p>EPP</p>
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EVIDENCE of LEARNING			
Understanding	Standards	Unit Performance Assessment:	R/R Quadrant
4, 5	RI1, RI2, RI7, W1, W4, W5, W8, W9, W10, SL2, L1, L2  SL4, SL4, SL5	<p><b>Argument Writing:</b> In a well-constructed essay (minimum 7 paragraphs) students will write an argument to support claims in an analysis of a self-selected topic. In his writing, the student must use valid reasoning and relevant and sufficient evidence. Specifically, students will identify a problem that exists socially/culturally. Students will analyze the potential harms and solutions to/of this problem. Students must also observe and defend any existing counter-claims of the argument. The students will use textual evidence from multiple informational text sources to support an original, concise thesis statement. The students will use textual evidence from multiple informational text sources to support an original, concise thesis statement. Students will be graded on the <a href="#">research process</a>, including <a href="#">reflecting on their research</a>, as well as products. (Appendix D1 for Unit Writing Assessment; Appendix D5 for assessment scoring guide)</p> <p><b>Speech Presentation (with Questions and Answers):</b> By presenting a three-minute informative speech on their topics, individual students will initiate an open forum debate with their classmates. (Appendix D6 for Unit Speech Assessment; Appendix D7 for scoring guide)</p>	<p>D</p> <p>D</p>

SAMPLE LEARNING PLAN				
Understanding	Standards	Major Learning Activities:	Instructional Strategy:	R/R Quadrant:
	W4 W5 SL1	1. Students will work cooperatively and independently to identify a topic and questions for research.		



1		<ul style="list-style-type: none"> <li>● Brainstorming/Magazine Walk-thru Activity (Appendix D3).</li> <li>● Topic Brainstorm Graphic Organizer (Appendix D11).</li> <li>● Prewriting/Organizing and Planning Your Research (Appendix D4).</li> <li>● Peer.Pair.Share Discussion Activity:</li> <li>● Organize the desks into two circles, one small circle inside a larger circle. The inner desks should face the outer desks.</li> <li>● Fill the inner circle with students, have the remaining students stand outside the circle.</li> <li>● Give the outer circle students a limited amount of time to have a seat and discuss with the student sitting across from him/her.</li> <li>● At the end of the time, the “outside” student stands up and moves to the next desk, the whole class shifts in a clockwise circle and thus changing who their discussion partner. (Appendix D8--suggested questions)</li> </ul>	Peer. Pair. Share	B
1	W5	2. Students will plan research (Appendix D10)		B
2	W8 RI7	3. Students will evaluate a website’s credibility by completing a webquest.	Webquest <a href="http://www.altn.org/webquests/websites/index.html">http://www.altn.org/webquests/websites/index.html</a>	D
2	RI1 W7 W8 W9 W10	4. Students will independently research assigned topics. Teacher should plan with the librarian to attain research time in the library. Students should also be researching as homework.		D
3, 4	W7 W8	5. Students will collect research (Appendix D12 for <i>Research Notebook Assignment</i> ).		D
3, 4	W5 W7 RI1 RI2 RI4 SL1	6. Students will conference with teacher regarding research and drafting process. (Appendix D9)	Conferencing	B
4	W1 L1 L2	7. Students will assess student writing to prepare for their own. (Appendix D13 and D14)  Suggestion: teacher could alter writing sample to change capitalization, punctuation and spelling and other usage issues to provide an opportunity for editing and revision practice.	Modeling	B
3, 4	W1 W9 W10 L1 L2	8. Students will work independently to draft writing.	Guided Practice	D

5	SL1 RI4 SL3 RI5 RI6 RI7	9. Students will work cooperatively to discuss and determine what effective speakers do well, including proper use of slide presentation. <ul style="list-style-type: none"> <li>• Students will work in groups of 4.</li> <li>• Students will prepare for reading by answering #1. (Appendix D15)</li> <li>• Teacher will assign Reciprocal Teaching Roles. (Appendix D16)</li> </ul> After reading and discussion, students in the group will generate lists: qualities of effective public speaking, qualities of good listeners, qualities of good slide presentation.	Reciprocal Teaching	B
4, 5	SL6 L3	10. Students will prepare speeches by revising and condensing written research papers.		D
5	SL2 SL4 SL5 SL6	11. Students will develop visual aids that are beneficiary to audience comprehension and present speeches individually.		D
5	SL1 SL3	12. Students will watch and listen to the speeches delivered by their peers and “score” each speaker as well as generate questions and comments about speakers.(Appendix D17)		B
5	SL1 SL3	13. Students will participate in post-speech discussions by asking questions and offering feedback. Suggestion: teachers should require a minimum amount of questions asked/comments made from each individual student and offer points for participation.		D

### UNIT RESOURCES

**Suggested Texts:**

**Informational Texts:**

Will vary based on topics of students’ research.

**Teacher Resources:**

About Argumentative Writing, Purdue OWL: <http://owl.english.purdue.edu/owl/resource/724/01/>

About Research Writing, Purdue OWL: <http://owl.english.purdue.edu/owl/resource/552/01/>

Easybib.com

Reciprocal Teaching: For more information about Reciprocal Teaching, see: [http://www.readingrockets.org/strategies/reciprocal\\_teaching/](http://www.readingrockets.org/strategies/reciprocal_teaching/)

**Vocabulary:**

**Argument:** a claim supported by reasons, facts and details; arguments have various structures, but all are based in an initial claim developed through logic

**Bias:** the slant that is presented in a text: the slant is revealed through the text structure, selected details, and word choices

**Central Idea:** The main idea in an informational text.

**Citation:** a reference which documents the source of a quote, fact, or idea. Parenthetical citations are used internally in texts following the information.

Bibliographic citations are used at the end of texts in lists of works cited or consulted.

**Cite:** to identify the source of information, including quotes, facts, statistics, and ideas included in a text

**Claim:** an assertion of the truth of something, typically considered as disputed or in doubt.

**Cohesive devices:** elements that bind writing together; cohesive devices include transitional words and phrases as well as repetition of key words and reference words|| that point back to ideas in the text

**Counterclaims:** a claim that negates or disagrees with the thesis/claim

**Credible:** believable, worthy of confidence; reliable

**Editing/proofreading:** a step in the writing process in which the writer polishes the piece of writing, taking into account the needs of the reading audience. The writer edits for the conventions of spelling, grammar, punctuation, capitalization, etc. The focus is on the final product.

**Evidence:** facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.

**Syntax:** the arrangement of phrases and clauses to convey meaning.

**Textual Evidence:** specific support found in a text

**Thesis:** the major claim made and supported in a text.

**Tone:** a writer or speaker's attitude toward the material or audience.

**Transitions:** devices or words in a text that smoothly connect two topics or sentences to each other.

<b>Content Area:</b> English	<b>Course:</b> English IV	<b>UNIT:</b> Minds & Motives (Unit B)
<p><b>Unit Description:</b>  The purpose of this unit is to analyze the behavior of characters in drama; specifically tragedy. The teacher should select a play that focuses on a tragic hero; a character that not only fits Aristotle’s definition of a tragic hero, but also forces the students to deeply consider the actions made by the character. This unit provides activities for teaching Shakespeare’s <i>Hamlet</i>, though any great work of tragedy by William Shakespeare will apply. Additionally students will connect character actions to our own human behavior. While studying the behavior of fictional character(s), the unit should explore similar occurrences and connections both historically and currently. By the end of the unit, students should be able to identify how a character’s actions and behavior contribute to the overall theme. The ability to analyze character and theme will be reflected in a literary analysis essay.</p>		<p><b>Unit Timeline:</b>  This unit should take approximately 6-8 weeks. It is suggested that it be completed in the following steps:</p> <ul style="list-style-type: none"> <li>● Before Reading Strategies: 1- 2 weeks</li> <li>● During Reading Strategies: 4-6 weeks</li> <li>● Post Reading Strategies: 1 week</li> </ul> <p>The Performance Event requires at home writing; it is suggested that teachers allow for one week for independent writing, editing and polishing.</p>

**DESIRED RESULTS**

**Transfer Goal** – Students will analyze and evaluate European and other texts and synthesizing and communicating their findings accurately and clearly.

**Understandings** –

1. Students will be able to interpret drama, including the structure of a tragedy.
2. Students will be able to analyze character behavior.
3. Students will be able to identify a tragic hero.
4. Students will be able to identify and then connect literary themes to today’s world.
5. Students will be able to demonstrate their understanding of character and theme through a literary analysis essay.

**Essential Questions:**

Why do we take risks? What needs and desires most determine our behaviors? Is a tragic flaw limited to fictional characters or are we all driven to make a dreadful mistake? Are people essentially selfish or good-natured? Can a person every really change?

Students Will Know...	Standard	Students Will Be Able to ...	Standard
<p>The definition of an inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</p> <p>The definition of theme and how to find evidence to support the themes as well as how other elements of literature (characterization, plot, setting, tone, point of view, etc.) create and build themes. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.</p> <p>The definition of setting, plot, characterization as well as that the authors is intentional about these decisions in order to convey the overall purpose of the text.</p> <p>The definition of figurative language and words sometimes have connotative meanings. The author is deliberate in the use of words in order to convey a certain tone, which holds the reader's attention and ultimately conveys the overall message of the text.</p> <p>Authors make deliberate choices regarding text structure to hold the reader's attention and best convey the overall message of the text.</p> <p>Stories, dramas, and poems are from one person's perspective and can vary depending on that perspective. Readers must be actively engaged in analyzing and evaluating the choices the author makes and how effective those choices are.</p>	<p>RL1</p> <p>RL2</p> <p>RL3</p> <p>RL4</p> <p>RL5</p> <p>RL7</p>	<p><b>Reading Literature:</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of a text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g. where the story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meaning and tone, including words with multiple meaning or language that is particularly fresh, engaging or beautiful (include Shakespeare as well as other authors.)</p> <p>Analyze how the author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g. recorded or live productions of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include one play by Shakespeare and one by an American dramatist.)</p>	<p>RL1</p> <p>RL2</p> <p>RL3</p> <p>RL4</p> <p>RL5</p> <p>RL7</p>

<p>Readers persevere through difficult texts by using multiple strategies to aid in comprehension and understanding. Readers choose different strategies for different types of text.</p> <p>The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</p> <p>The definition of main idea and how to find evidence to support that main idea as well as how each idea builds on another to create the overall message of the author. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.</p> <p>The definition of figurative language and words have connotative meanings. The author is deliberate in the use of words in order to convey a certain tone, which holds the reader's attention and conveys the overall message of the text. Readers use decoding strategies, such as context clues, and knowledge of roots and affixes to help understand the meanings.</p> <p>Authors make deliberate choices regarding text structure to hold the reader's attention and best convey the overall message of the text. Readers need to determine how effective those choices are.</p> <p>The different point of views (perspectives) and how effective each of them is in conveying the overall message. Author's use specific rhetoric deliberately to convey a purpose.</p>	<p>RL10</p> <p>R11</p> <p>R12</p> <p>R14</p> <p>R15</p> <p>R16</p>	<p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>Reading Informational Texts:</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build one another to provide a complete analysis; provide an objective summary of the text.</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes the points clear, convincing, and engaging.</p> <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing, how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>RL10</p> <p>R11</p> <p>R12</p> <p>R14</p> <p>R15</p> <p>R16</p>
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<p>Where to find information regarding specific questions or problems and how to evaluate the accuracy and adequacy of a source.</p> <p>Writers write to convey their purpose or message and keep an objective tone while writing informational texts.</p> <p>Writers have one strong, controlling idea and support that idea with concrete, specific details, facts, quotes, or other information from sources.</p> <p>Writers have an effective beginning, middle and end that the reader can easily follow.</p> <p>Writers pay careful attention to their word choice in order to create a certain tone that effectively gets the idea across to the reader.</p> <p>Writers know and use specific traits because they contribute to clear, cohesive writing. These traits include ideas and content, organization, sentence fluency, word choice, voice, and conventions.</p>	<p>RI7</p> <p>W2</p> <p>W4</p>	<p>Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.</p> <p><b>Writing:</b> 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.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>c. Use appropriate and varied transition and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>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.</li> <li>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).</li> </ul> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>RI7</p> <p>W2</p> <p>W4</p>
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<p>Writers follow a process when they write. The process should include prewriting, drafting, revising (based on feedback), editing and publishing. Writer need to be aware of audience and purpose and choose appropriate form to suit them.</p> <p>Researchers review and evaluate multiple resources to find the most accurate and most relevant information. Researchers understand there is a delicate balance between their own ideas and that of the sources. Researchers understand the importance of citing sources.</p> <p>Writers analyze and evaluate evidence from sources and use that evidence to convey their controlling idea.</p> <p>Writers write for a variety of purposes and write a variety of texts in order to improve their skills.</p> <p>Discussions require collaboration, preparation, research, and questioning to clarify others’ perspectives as well as providing a clear response.</p>	<p>W5</p> <p>W8</p> <p>W9</p> <p>W10</p> <p>SL1</p>	<p>Develop and strengthen writing as needed by planning, revision, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purposes and audiences.</p> <p>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.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p><b>Speaking and Listening:</b></p> <p>Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a</p>	<p>W5</p> <p>W8</p> <p>W9</p> <p>W10</p> <p>SL1</p>
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<p>Speakers and writers create text with a certain purpose or, at times, bias, and readers need to evaluate all components of the text before trusting the text.</p> <p>Presenters are clear in conveying their message and purpose. They present in a logical order and present all sides, while keeping an appropriate voice depending on the audience and task.</p> <p>Writers edit their work, consulting references, after revising to ensure that it is free from errors. Writers sometimes break usage conventions to fit style and overall purpose.</p> <p>Writers edit their own and others' work for capitalization, punctuation, and spelling errors. Writers consult references when they don't know proper convention rules.</p> <p>a. Hyphenation conventions and the purpose behind using hyphens.</p>	<p>SL3</p> <p>SL4</p> <p>L1</p> <p>L2</p>	<p>full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>Present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>Language:</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references as needed.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions</p> <p>b. Spell correctly</p>	<p>SL3</p> <p>SL4</p> <p>L1</p> <p>L2</p>
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<p>Readers analyze an author’s language choices and syntax and evaluate whether it is effective or not. Similarly, writers use specific language and syntax for effect and clarity of meaning.</p>	<p>L3</p>	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> <li>a. Vary syntax for effect, consulting references (e.g. Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ul>	<p>L3</p>
<p>Readers use a variety of strategies to figure out unknown words, such as using context clues, knowledge of roots and affixes, and referencing a dictionary.</p>	<p>L4</p>	<p>Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grades 11-12 reading content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g. the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</li> <li>c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word to determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).</li> </ul>	<p>L4</p>
<p>Words can have multiple meanings and nuances as well as figurative meanings.</p>	<p>L5</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ul>	<p>L5</p>

Different contents all have different vocabulary and that vocabulary is essential to understanding of texts. Readers have multiple places to go to define these words.	L6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L6
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**EVIDENCE of LEARNING**

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1, 2, 3, 5	RL1, RL2, RL3, RL5, W2, W4, W5, W9, W10, L1, L2	<p><b>Informative/Explanatory Writing:</b> In a well-constructed essay the students will analyze the progression of the tragic hero throughout the course of the play. The students will identify why the character was respected and/or honored in the play’s beginning before explaining their digression and downfall in the end. The students will directly connect this character’s behavior to the theme of the play. The students will use concrete evidence from the text to support an original, concise thesis statement.</p> <p>Appendix B1—graphic organizer; Appendix B2—unit assessment; Appendix B3—scoring guide</p>	C

**SAMPLE LEARNING PLAN**

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u>
4	RL2, W4, RL10	1. Students will use pre-reading strategies such as an Anticipation Guide, an agree/disagree surveys, or personal journal writing to make world-to-text connections to the play's theme. (Appendix B4)	Anticipation Guide	B
1	RI1, RI2 RI4, RI5 RI6, SL1,	2. Students will assess the value of reading Shakespeare today by reading and then using a discussion activity like a fishbowl or round table to share ideas. ( Appendix B5)	Fishbowl or Round Table	B
1	RL10, L3, L4, L5, SL3	3. The teacher will demonstrate how Shakespeare should sound by reading a sonnet or a soliloquy to the class. When challenging vocabulary or figurative language presents itself, the teacher will encourage verbal analysis from students and/or explain the meaning. During reading the teacher will assign parts and the students will take turns reading dialogue aloud.	Read Aloud	A
1, 2, 3	RL3, RL5 L6, W10	4. Students will use note-taking skills to follow teacher-led notes on definitions. ( Appendix B6 and B7)	Instructional Notes; Graphic Organizer	A
1	RL3, RL5 RL10,W10	5. Students will track plot using Act Timeline Graphic Organizer to aid in reading comprehension. (Appendix B8 and B9)	Graphic Organizer Say/Mean Annotation Charts	A
2, 3	RL1, RL2, RL3, RL4, W9, W10	6. Students will prepare for performance event by tracking character progress as they read. (Appendix B1)		C
1	RL7, SL1	7. Students will view scenes from multiple versions of the film to analyze director choice and character interpretation. Through discussion students determine how the director's decisions impact the theme and overall effect of the play. (Appendix B10)	Similarities and Differences	C
4	SL1, RL1 RL2, W9	8. Students will discuss how these themes connect the world in which they currently live. (Appendix B11)		D
3, 4	W2, W8, SL1, SL4,RI1, RI2 RI5, RI7	9. Students will use the internet to attain criticism and commentary on any aspect of the play. Students will work cooperatively to read critical analysis of the play and then discuss points of agreement and disagreement. Each group will share their findings, comparing which would be most relevant /interesting to the class to share.	Reciprocal Teaching	C
5	L1, L2, W5	10. Using the scoring rubric, students will peer edit writing to identify and correct errors in grammar and usage, particularly capitalization, punctuation, and spelling. The teacher will lead a discussion regarding what makes an essay an A, B, etc. Through observation and discussion, the teacher should assess student learning. Alternatively, the teacher could select 4-5 student essays as models for discussion.	Cooperative Learning	B

## UNIT RESOURCES

### **Suggested Texts:**

**Plays:** Shakespeare, William. *Hamlet: the Prince of Denmark*. Danvers, MA: Penobscot School Publishing, Inc. 1998.

**Other Suggested Plays:** *Othello, Macbeth, King Lear, Richard III*

**Poetry:** Sonnets by William Shakespeare; specifically "Sonnet 18", "Sonnet 130", "Sonnet 116"

**Informational Texts:** Petri, Alexandra. "On the Bard's birthday, is Shakespeare still relevant?" From *The Washington Post: Opinion*. 23 April 2012.

**Speeches/Lectures:** Studies in Shakespeare: Introductory Lecture on Shakespeare's *Hamlet* (A lecture prepared for English 200 and revised from English 366: *Studies in Shakespeare*, by Ian Johnston of Malaspina-University College, Nanaimo, BC.) <http://records.viu.ca/~johnstoi/eng366/lectures/hamlet.htm>

**Film:** The Royal Shakespeare Company Production of *Hamlet*. Directed by Gregory Doran, 2010. *Hamlet*. Directed by Franco Zeffirelli, 1990. *Hamlet*. Directed by Kenneth Brannagh, 1996.

### **Teacher Resources:**

Ohio State University. "Aristotle & the Elements of Tragedy." <http://www.ohio.edu/people/hartleyg/ref/aristotletragedy.html>

Reinventing the Wheel, LLC. *This is Hamlet* in the Classroom: Lesson Plans and Resources for Teachers. [www.thisishamlet.com](http://www.thisishamlet.com)

Patti C. MCWhorter. Cedar Shoals High School, Athens, GA. A Teacher's Guide to the Signet Classic Edition of William Shakespeare's *Hamlet*.

Hamlet Vocabulary. <http://www2.hoover.k12.al.us/schools/sphs/Faculty2/smarks/Documents/Vocabulary%20Hamlet.pdf>

Fishbowl/Roundtable: For more discussion formats/structures and for more about these activities, see: Burke, Jim. "103 Things to Do Before/During/After Reading." *Reading Rockets*. U.S. Department of Education, Office of Special Education Programs., 2013. Web. Jan. 2013. <http://www.readingrockets.org/article/82/>

Reciprocal Teaching: For more information about Reciprocal Teaching, see: [http://www.readingrockets.org/strategies/reciprocal\\_teaching/](http://www.readingrockets.org/strategies/reciprocal_teaching/)

Cooperative Learning: For more information about Cooperative Learning, see: <http://serc.carleton.edu/introgeo/cooperative/index.html>

Peer Editing: For suggestions of in-class peer editing, see: <http://writing2.richmond.edu/writing/wweb/peeredit.html>

### **Vocabulary:**

**Act:** one of the principal divisions of a theatrical work (as a play or opera).

**Allusion:** reference, within a literary work, to another work of fiction, film, a piece of art or even a real event; a kind of shorthand, drawing on this outside work to provide greater context or meaning to the situation being written about.

**Author's Purpose:** the reason an author decides to write about a specific topic. Then, once a topic is selected, the author must decide whether his purpose for writing is to inform, persuade, entertain, or explain his ideas to the reader.

**Catharsis:** tragedy first raises (it does not create) the emotions of pity and fear, then purifies or purges them. This most often happens in the final act of the play.

**Character Traits:** aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.

**Conflict:** struggle or clash between opposing character or forces.

**Connotation:** attitude and emotional feelings associated with a word or idea.

**Diction:** choice of words especially with regard to correctness, clearness, or effectiveness.

**Figurative Language:** word or phrase that departs from everyday literal language for the sake of comparison, emphasis, clarity, or freshness of thought.

**Foreshadowing:** literary technique in which the author provides clues to coming events in a narrative

**Imagery:** The use of vivid or figurative language to represent objects, actions, or ideas.

**Mood:** in literature—a feeling created in the reader which is evoked through the language of the text e.g., reflective, melancholy.

**Plot:** action or sequence of events in a story; five basic elements: exposition, rising action, climax, falling action, and resolution.

**Reversal:** tragedy first raises (it does not create) the emotions of pity and fear, then purifies or purges them. This most often happens in the final act of the play.

**Scene:** a division of an act presenting continuous action in one place; a single situation or unit of dialogue in a play.

**Soliloquy:** a dramatic monologue that represents a series of unspoken reflections.

**Story elements:** basic parts of a story: setting, character, plot, conflict, point of view, and theme.

**Style:** author's use of language; its effect and appropriateness to the author's purpose and audience.

**Subplot:** smaller story within the larger story.

**Symbolism:** object that holds a figurative meaning as well as its literal meaning; something that stands for something else; a representation of an abstract meaning.

**Text Features:** parts, other than the body of the text, that designate special features (e.g., title, author, copyright, dedication); text organizers that provide structure and help readers locate information (e.g., page numbers, table of contents, captions, glossary, index, illustrations, graphs, charts, etc.)

**Theme:** underlying or implicit meaning, concept, or message in a text.

**Tone:** attitude the author takes toward the subject, the characters, or the audience.

**Tragedy:** depicts the downfall of a noble hero or heroine, usually through some combination of hubris, fate, and the will of the gods.

**Tragic Flaw:** The great man falls through--though not entirely because of--some weakness of character, some moral blindness, or error. We should note that the gods also are in some sense responsible for the hero's fall.

**Tragic Hero:** a [great] man who is neither a paragon of virtue and justice nor undergoes the change to misfortune through any real badness or wickedness but because of some mistake.

<b>Content Area:</b> English	<b>Course:</b> English IV	<b>UNIT:</b> Class & Conflict (Unit E)
<b>Unit Description:</b> <p>The purposes of this unit are to conduct an analysis of class conflicts in literature, while at the same time developing narrative writing skills. By the end of the unit, students will come to understand and analyze how authors develop theme of socioeconomic class and power in fiction, including how they use voice and characterization to convey these themes. The teacher should select a novel to serve at the unit’s center that address these issues head-on. Additionally, students will continue to develop discussion skills and continue adapting their writing for a given audience and purpose.</p>		<b>Unit Timeline:</b> <p>5-7 weeks</p> <ol style="list-style-type: none"> <li>1. Blog from a character’s perspective throughout the novel</li> <li>2. Make connections between poems &amp; informational texts and the novel; discuss connections</li> <li>3. Read examples of memoirs</li> <li>4. Write a memoir from a character’s perspective</li> </ol>

**DESIRED RESULTS**

**Transfer Goal** – Students will analyze and evaluate European and other texts and synthesizing and communicating their findings accurately and clearly.

**Understandings** –

- 1) Students will be able to choose relevant examples (from both literature and informational text) to support their claims in writing.
- 2) Students will be able to make reasonable inferences about character traits, motives, relationships, symbolism, tone, and other elements of literature.
- 3) Students will be able to identify theme and explain how it is established and developed in both literature and informational texts.
- 4) Students will be able to identify, describe, and mimic a particular voice in order to compose a narrative memoir which uses the conventions of the genre to fully engage and entertain the reader.
- 5) Students will be able to understand and fully engage in each step of the writing process, publishing that work through a digital medium (blog, wiki, discussion board, GoogleDoc, Edmodo, etc.)
- 6) Students will be able to analyze the memoir genre and identify its salient features and overall structure.
- 7) Students will be able to participate in discussions with both the teacher and classmates in a mature, sophisticated, respectful manner.
- 8) Students will exercise vocabulary strategies to identify, define, and use unfamiliar words.

**Essential Questions:** How do social and economic class influence our perspectives, relationships, values, etc.? What does equality look like, and how much of it do we need? How, when, and where can people move between socioeconomic classes?

Students Will Know...	Standard	Students Will Be Able to ...	Standard
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<p>The definition of an inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</p> <p>The definition of theme and how to find evidence to support the themes as well as how other elements of literature (characterization, plot, setting, tone, point of view, etc.) create and build themes. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.</p> <p>The definition of setting, plot, characterization as well as that the authors is intentional about these decisions in order to convey the overall purpose of the text.</p> <p>The definition of figurative language and words sometimes have connotative meanings. The author is deliberate in the use of words in order to convey a certain tone, which holds the reader's attention and ultimately conveys the overall message of the text.</p> <p>Authors make deliberate choices regarding text structure to hold the reader's attention and best convey the overall message of the text.</p> <p>Readers persevere through difficult texts by using multiple strategies to aid in comprehension and understanding. Readers choose different strategies for different types of text.</p>	<p>RL1</p> <p>RL2</p> <p>RL3</p> <p>RL4</p> <p>RL5</p> <p>RL10</p>	<p><b>Reading Literature:</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently &amp; proficiently.</p> <p><b>Reading Informational Texts:</b></p>	<p>RL1</p> <p>RL2</p> <p>RL3</p> <p>RL4</p> <p>RL5</p> <p>RL10</p>
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<p>The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</p> <p>Authors are intentional about the structure of ideas in order to effectively convey the overall message.</p> <p>Authors make deliberate choices regarding text structure to hold the reader’s attention and best convey the overall message of the text. Readers need to determine how effective those choices are.</p> <p>The different types of point of view (perspectives) and how effective each of them is in conveying the overall message. Author’s use specific rhetoric deliberately to convey their overall purpose.</p> <p>Readers persevere through difficult texts by using multiple strategies to aid in comprehension and understanding. Readers choose different strategies for different types of text.</p> <p>Writers organize a story based on the plot structure and add details using dialogue, point of view, description and specific</p>	<p>R11</p> <p>R13</p> <p>R15</p> <p>R16</p> <p>R110</p> <p>W3</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>Writing:</b></p> <p>Write narratives to develop real or imagined experiences or</p> <p>Write narratives to develop real or imagined experiences or</p>	<p>R11</p> <p>R13</p> <p>R15</p> <p>R16</p> <p>R110</p> <p>W3</p>
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<p>word choice to match the tone and theme of the story. Writers may need to study model texts to gain an understanding of how to effectively incorporate literary elements in a story.</p>		<p>events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
<p>Writers know and use specific traits because they contribute to clear, cohesive writing. These traits include ideas and content, organization, sentence fluency, word choice, voice, and conventions.</p>	<p>W4</p>	<p>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.)</p>	<p>W4</p>
<p>Writers follow a process when they write. The process should include prewriting, drafting, revising (based on feedback), editing and publishing. Writer need to be aware of audience and purpose and choose appropriate form to suit them.</p>	<p>W5</p>	<p>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 on page 55.)</p>	<p>W5</p>
<p>Research and ideas are always changing and writing needs updating based on new ideas. Technology has a variety of ways</p>	<p>W6</p>	<p>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.</p>	<p>W6</p>

<p>to produce, publish, and update writing as well as provide ongoing peer feedback and dialogue.</p> <p>Writers analyze and evaluate evidence from sources and use that evidence to convey their controlling idea.</p> <p>Writers write for a variety of purposes and write a variety of texts in order to improve their skills.</p> <p>Discussions require collaboration, preparation, research, and questioning to clarify others' perspectives as well as providing a clear response.</p>	<p>W9</p> <p>W10</p> <p>SL1</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>a. Apply grades 11-12 Reading standards to literature</li> <li>b. Apply grades 11-12 Reading standards to literary nonfiction</li> </ol> <p>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.</p> <p><b>Speaking and Listening:</b></p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>	<p>W9</p> <p>W10</p> <p>SL1</p>
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<p>Readers analyze an author’s language choices and syntax and evaluate whether it is effective or not. Similarly, writers use specific language and syntax for effect and clarity of meaning.</p>	<p>L3</p>	<p><b>Language:</b></p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>L3</p>
<p>Readers use a variety of strategies to figure out unknown words, such as using context clues, knowledge of roots and affixes, and referencing a dictionary.</p>	<p>L4</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>L4</p>
	<p>L6</p>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering</p>	<p>L6</p>

Different contents all have different vocabulary and that vocabulary is essential to understanding of texts. Readers have multiple places to go to define these words.		vocabulary knowledge when considering a word or phrase important to comprehension or expression	
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EVIDENCE of LEARNING			
Understanding	Standards	Unit Performance Assessment:	R/R Quadrant
4	W3, W4, W10, RL2, RL3, L3, L4, L6	After reading the unit novel, students will adopt the voice of one of its characters and write a memoir about the events of the novel. (Appendix E1-assignment sheet; Appendix E2 Scoring Rubric)	C

SAMPLE LEARNING PLAN				
Understanding	Standards	Major Learning Activities:	Instructional Strategy:	R/R Quadrant:
1, 2, 3, 5, 7, 8	RL2, RL4, RL5, W3, W4, W6, W10, L3, L4, L6	1. The teacher will begin a blog or other online document (wiki, GoogleDoc, etc.) for each character introduced in the novel. For each section of the reading (5-8 sections total, depending on length), students will be responsible for posting once to one of the online documents in the voice of their assigned/chosen character. Additionally, these posts will identify and correctly use unfamiliar vocabulary from the novel. (Appendix E3)	Digital Publication	B/D
1, 2, 3, 7	RL1, RL2, RL10, W9, W10, SL1	2. Students will read poems and reflect on this issue of class in those texts, and on how the themes presented there compare/contrast with those of the novel. As a full class, students will discuss the connections between these poems and the novel. (Appendix E4)	Full Class and Small Group Discussions	D
1, 2, 3, 7	RL1, RL2, RI1, RI3, RI10, W9, W10, SL1	3. Students will read informational texts and reflect on the issue of class in those texts, and on how the themes presented there compare/contrast with those of the novel. As a full class, students will discuss the connections between these informational texts and the novel. (Appendix E4)	Full Class and Small Group Discussions	D
4, 6	RL3, RL5, RI10, RI5, RI6	4. Students will read models of the memoir genre and study them to determine the qualities and structure of the genre. Use graphic organizer. If studying more than one model of the genre,	Genre Study	C

		create a final row of the organizer and, through class discussion; attempt to generalize about the qualities and characteristics of the genre. (Appendix E5)		
4	SL1, W4, W5	5. Students will complete a Memoir Story Proposal and conference with the teacher about their story idea before drafting begins. (Appendix E6)	Conferencing	A
4	SL1, W4, L3	6. Discuss Orwell's rules of writing as a class, and then students will create 5 rules of writing in their characters' voices. (Appendix E7)	Genre Study	C

### UNIT RESOURCES

**Suggested Texts:**

**Poetry:**

Carl Sandburg  
 William Wordsworth  
 John Clare  
 Walt Whitman  
 William Carlos Williams  
*Canterbury Tales*

**Novels:**

*1984*  
*Into the Wild*  
*A Tale of Two Cities*  
*Brave New World*  
*Canterbury Tales*  
*Cry, the Beloved Country*  
*Frankenstein*  
*Invisible Man*  
*Jane Eyre*  
*The Picture of Dorian Gray*  
*Pride and Prejudice*  
*Ragtime*  
*The Death of Ivan Ilyich*  
*The Jungle*

**Informational Texts:**

*"The Mobility Myth: Why everyone overestimates American equality of opportunity"*

<http://www.tnr.com/article/politics/magazine/100516/inequality-mobility-economy-america-recession-divergence?page=0,0>

A Collection of Essays about Social Class in America

<http://www.pbs.org/peoplelikeus/resources/index.html>

New York Times' "Class Matters" Series

<http://www.nytimes.com/pages/national/class/index.html>

**Memoirs:**

E. B. White "Once More to the Lake"

David Sedaris "Remembering My Childhood on the Continent of Africa"

Lance Armstrong's "Pitched Back"

**Teacher Resources:**

Digital publication: [http://www.nwp.org/cs/public/download/nwp\\_file/14008/intro\\_digitalwritingmatters.pdf?x-r=pcfile\\_d](http://www.nwp.org/cs/public/download/nwp_file/14008/intro_digitalwritingmatters.pdf?x-r=pcfile_d)

Full Class and Small Group Discussions: Nystrand, Martin. *Opening Dialogue: Understanding the Dynamics of Language and Learning in the English Classroom*. New York: Teachers College, 1997. Print.

Graphic Organizer, note-taking: Marzano, Robert J., Debra Pickering, and Jane E. Pollock. *Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. Print.

Genre-study: <http://www.readwritethink.org/classroom-resources/lesson-plans/genre-study-collaborative-approach-270.html>

Writing Conferences: <http://owl.english.purdue.edu/owl/resource/663/01/>

**Vocabulary:**

**BLOG:** a Web site containing the writer's or group of writers' own experiences, observations, opinions, etc. and often having images and links to other sites.

**GENRE:** categories used to classify text; which may include, but is not limited to: fiction, nonfiction, poetry, drama, informational, fable, folktale, graphic novel, literary nonfiction, memoir

**GRAPHIC ORGANIZER:** Graphic organizers (concept maps, entity relationship charts, and mind maps) are a pictorial way of constructing knowledge and organizing information.

**MEMOIR:** creative nonfiction in which an author recounts experiences from his or her life

**SOCIAL CLASS:** a broad group in society having common economic, cultural, or political status.

**THEME:** the abstract concept explored in a literary work; underlying or implicit meaning, concept, or message in a text. In the CCSS at lower grades, central message refers to main point or essence of the text.

**VOICE:** distinctive tone or style of a particular writer; a reflection of the personality of the writer

**WIKI:** a Web site that allows anyone to add, delete, or revise content by using a web browser.