

**Course Description**

This course is designed for college bound students. English literature and composition will be studied through an emphasis on argument. A heavy emphasis on world literature and the writing process will be addressed. The structure of various essays will be covered. These include: writing to inform, writing to explain, writing to persuade, and writing to explore. An argumentative research paper and in-depth literary analysis will be required.

**Scope and Sequence**

Timeframe	Unit	Instructional Topics
4 Day(s)	Welcome Back	1. Syllabus 2. Ice Breakers 3. Goal-Setting Activity 4. English Pretest
2 Week(s)	Author's Purpose	1. Introductory Purpose Activities 2. Author's Purpose Independent Practice 3. Author's Purpose Unit Assessment
8 Week(s)	A Long Way Gone	1. Introduction to Unit/Background Information 2. Chapters 1-2 3. Chapters 3-5 4. Chapters 6-9 5. Chapters 10-11
8 Week(s)	The Iliad	1. Introduction to the Unit 2. Book 1: The Rage of Achilles 3. Book 2: The Great Gathering of Armies
4 Week(s)	Antigone	1. Introduction to Antigone 2. Antigone Performance & Lesson Plan Preparation 3. Mid-Play Assessment 4. Unit Assessment
7 Week(s)	Othello	1. Introduction to Shakespeare and Othello 2. Act I
7 Week(s)	Argumentative Research Paper	

**Prerequisites**

English III, AP Language, or teacher recommendation is required.

**Course Instructional Resources/Textbook**

*A Long Way Gone, The Iliad, Antigone, Othello*, and various other supplementary texts. Newsela will also be utilized for non-fiction articles.

**Course Details**

**UNIT: Welcome Back** -- 4 Day(s)

**Unit Description**

At the beginning of the year, students will be welcomed back through a number of engaging activities. Students will understand the classroom procedures and expectations; students will engage with partners in a variety of icebreaker activities; students will work with group members to set individual and small group semester goals. Students will also take the English pretest.

**Enduring Understandings/Essential Learner Outcomes**

Students will....

...understand the expectations and procedures of the classroom.

...get to know each other in the class.

...set individual and small group goals.

...show what they know and understand from the previous year.

---

**TOPIC: Syllabus** -- 1 Day(s)

**Description**

The syllabus is handed out and discussed with students.

**Learning Targets**

---

**TOPIC: Ice Breakers** -- 1 Day(s)

**Description**

A variety of ice breakers will be used to build relationships at the beginning of the school year.

**Learning Targets**

---

**TOPIC: Goal-Setting Activity** -- 1 Day(s)

**Description**

As part of getting to know students, individuals and small groups will be making goals for the semester. These goals will be displayed the classroom as a focus throughout the semester.

**Learning Targets**

---

**TOPIC: English Pretest** -- 2 Day(s)

**Description**

Students will take a pretest with skills learned from the previous year. Students are intentionally grouped based on the score of this assessment.

**Learning Targets**

---

**UNIT: Author's Purpose** -- 2 Week(s)

**Unit Description**

For the next couple weeks, we will be focusing on Author's Purpose prior to us diving into our first novel. We will focus on the four main types of purpose, apply them to a couple of different activities, and then research a particular purpose to show your understanding of the concepts. You will also end with a final unit assessment to test your mastery on identifying and analyzing pieces of literature and the purpose for each one of them.

**Enduring Understandings/Essential Learner Outcomes**

Students will be able to...

**TOPIC: Introductory Purpose Activities** -- 3 Day(s)

**Description**

Through direct instruction, partner discussions, and small group work, students will understand the basis of author's purpose prior to working on specific stories.

**Academic Vocabulary (What terms will students need to know?)**

Purpose, describe, important details, prove, identify, perspective, evaluate

**Learning Targets**

Students will be able to...

Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

**Assessment:** Based on the reading, students will draw conclusions about the words used in the text and pull specific references from the text to support their analysis.

Students will participate in partner, small group, and whole group discussions to show their understanding of the topic.  
Class Discussion/Participation

ELA.11.RL.1.A

Students will be able to...

Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.

**Assessment:** Students will analyze a piece of text that is research and apply their understanding through focus questions.

Performance

ELA.11.RL.2.A

**TOPIC: Author's Purpose Independent Practice** -- 2 Day(s)**Description**

Students will use what they have learned during the previous activity to research a selected purpose and apply it to selected focus questions.

Students also have the opportunity to engage in additional practice to increase their chances of mastery on the unit assessment.

**Academic Vocabulary (What terms will students need to know?)**

persuade, entertain, inform, teach, summarize, questions, perspective, purpose

**Learning Targets**

Students will be able to...

Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

**Assessment:** Students will analyze a piece of text that is research and apply their understanding through focus questions.

Performance

ELA.11.RI.1.A

Students will be able to...

Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.

**Assessment:** Students will evaluate their text through a set of focus questions.

Performance

ELA.11.RI.2.A

Students will be able to...

Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.

**Assessment:** Students will analyze a piece of text that is research and apply their understanding through focus questions.

Performance

ELA.11.RI.2.B

Students will be able to...

Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.

**Assessment:** Students will analyze a piece of text that is research and apply their understanding through focus questions.

ELA.11.RI.2.C

Students will be able to...

Read and comprehend informational text independently and proficiently.

**Assessment:** Students will complete their focus questions and share out their findings (by successfully explaining their purpose and how it is shown in their article, they show understanding/comprehension).

Performance

ELA.11.RI.3.D

**TOPIC: Introduction to Unit/Background Information** -- 4 Day(s)**Description**

During the first few days of the unit, students will read a variety of articles that look at the war in Sierra Leone to provide

**Academic Vocabulary (What terms will students need to know?)**

summarize, annotate, similarities, differences, significant details, symbolism, personification, foreshadowing, irony, tone

**Learning Targets**

Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

**Assessment:** This is the unit assessment.

Quiz

ELA.11.RI.1.A

Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

**Assessment:** This is the unit assessment.

Quiz

ELA.11.RL.1.A

Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.

**Assessment:** This is the unit assessment.

Quiz

ELA.11.RI.2.A

Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.

**Assessment:** This is the unit assessment

Quiz

ELA.11.RL.2.A

**UNIT: A Long Way Gone** -- 8 Week(s)**Unit Description**

Over the next several weeks, we are going to be studying *A Long Way Gone: Memoirs of a Boy Soldier*. Ishmael Beah is the main character, narrator, and author of this true story. His accounts of the Sierra Leone Civil War are documented throughout this novel. We have many discussions on literary terms relating to the characters events of this time in history. There will be a variety of chapter and concept presentations throughout the novel so it is imperative that you are present daily.

**Enduring Understandings/Essential Learner Outcomes**

1. What are examples of irony/symbolism/foreshadowing/flashback in this novel?
2. How did this experience impact Ishmael?
3. Is it possible to be capable of anything if given the opportunity or place in certain situations?
4. How are each of the themes represented in the novel?
5. Why is it important for people and cultures to construct narratives about their experiences (his purpose for writing)?
6. What are the politics and consequences of war and how do these vary based on an individual or cultural perspective?
7. How can theme be analyzed in respect to the characters and events of the novel?

**Academic Vocabulary**

Irony, symbolism, foreshadowing, flashback, summarize, analyze, literary analysis, theme, close reading, inference, drawing conclusions

**TOPIC: Introduction to Unit/Background Information** -- 4 Day(s)**Description**

During the first few days of the unit, students will read a variety of articles that look at the war in Sierra Leone to provide context for the novel. They will also participate in discussions and watch a documentary over the war and trade of blood diamonds.

Students will also take notes on a few of the key literary terms for the unit. These terms will be shown through a variety of close reading passages, in-class activities, formative assessments, and the unit assessment. Understanding these terms is key.

The final activity will be an anticipation guide over key ideas that will be present throughout the novel.

**Academic Vocabulary (What terms will students need to know?)**

summarize, annotate, similarities, differences, significant details, symbolism, personification, foreshadowing, irony, tone

**Learning Targets**

Students will be able to...

Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

**Assessment:** Through the process of annotation, small group discussion, and whole group discussion, students will be observed on their understanding.

Class Discussion/Participation

ELA.11.RL.1.A

Students will be able to...

Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.

**Assessment:** Students will read a number of non-fiction articles, analyze the information, and discuss their findings with partners in their small groups.

Class Discussion/Participation

ELA.11.RL.2.B

Students will be able to...

Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.

**Assessment:** Students will read a variety of articles and look at similarities and differences covering the same topic of the Sierra Leone Civil War and the measures taken with destructive behaviors.

Class Discussion/Participation

ELA.11.RL.3.B

Students will be able to...

Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to 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.

**Assessment:** Students will participate in a classroom debate over selected topics on their anticipation guide.

Class Discussion/Participation

ELA.11.SL.1.B

Students will be able to...

Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Assessment:** Students will participate in class discussion over the provided anticipation guide statements and respond to classmates with constructive criticism and valid justifications.

Class Discussion/Participation

ELA.11.SL.1.C

## English IV (2016)

Wright City R-II  
English Language Arts  
Grade 12, Duration 1 Year, 1 Credit  
Required Course

Students will be able to...

Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone and aesthetic impact.

ELA.11.RL.1.B

**TOPIC: Chapters 1-2** -- 6 Day(s)

**Description**

Over the course of the week, students will view a number of short clips of interviews with the author, read through chapters 1-2 of their novel, answer study guide questions, participate in a close reading activity, construct concept maps about key ideas in the first two chapters, and show their understanding through a formative quiz.

**Academic Vocabulary (What terms will students need to know?)**

author's purpose, concept map, memoir, perspective, parables, close reading, annotations, infer, argument, demeanor, significance, symbolism, foreshadowing, irony, text evidence

**Learning Targets**

Students will be able to...

Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

**Assessment:** Students will receive a close reading passage from chapters 1-2. They will have five different response prompts they will need to address and provide textual evidence to support.

Written Document/Paper

Students will receive a prompt associated with the events, characters, setting, or important phrases that occur in the chapters and construct a concept map to organize their materials.

Students will be assessed on their understanding of the reading as well as key literary terms through a formative assessment.

ELA.11.RL.1.A

Students will be able to...

Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.

**Assessment:** Students will receive a close reading passage from chapters 1-2. They will have five different response prompts they will need to address and provide textual evidence to support.

Written Document/Paper

Students will receive a prompt associated with the events, characters, setting, or important phrases that occur in the chapters and construct a concept map to organize their materials.

Students will be assessed on their understanding of the reading as well as key literary terms through a formative assessment.

ELA.11.RL.2.A

Students will be able to...

Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.

**Assessment:** Students will receive a close reading passage from chapters 1-2. They will have five different response prompts they will need to address and provide textual evidence to support.

Written Document/Paper

Students will receive a prompt associated with the events, characters, setting, or important phrases that occur in the chapters and construct a concept map to organize their materials.

Students will be assessed on their understanding of the reading as well as key literary terms through a formative assessment.

ELA.11.RL.2.B

Students will be able to...

Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone and aesthetic impact.



## English IV (2016)

Wright City R-II  
English Language Arts  
Grade 12, Duration 1 Year, 1 Credit  
Required Course

**Assessment:** Students will independently respond to focus questions assigned in Google Classroom and participate in small/whole group discussions during class.

Students will conduct a close reading of one of the three chapters from their original assignment to construct DOK leveled focus questions for Quiz-Quiz-Trade. This will include small group collaboration.

Students will take their second formative assessment associated with the novel.

ELA.11.RL.2.C

**TOPIC: Chapters 3-5** -- 6 Day(s)**Description**

During the next section of the novel, students will read Chapters 3-5 and work on differentiated question construction, review key concepts through Quiz-Quiz-Trade, and take a formative assessment over the three chapters.

**Academic Vocabulary (What terms will students need to know?)**

irony, perception, theme, DOK levels, foreshadow, literary device, personification, tone, justification, effect, compare

**Learning Targets**

Students will be able to...

Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

**Assessment:** Students will independently respond to focus questions assigned in Google Classroom and participate in small/whole group discussions during class.

Students will conduct a close reading of one of the three chapters from their original assignment to construct DOK leveled focus questions for Quiz-Quiz-Trade. This will include small group collaboration.

Students will take their second formative assessment associated with the novel.

ELA.11.RL.1.A

Students will be able to...

determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.

**Assessment:** Students will independently respond to focus questions assigned in Google Classroom and participate in small/whole group discussions during class.

Students will conduct a close reading of one of the three chapters from their original assignment to construct DOK leveled focus questions for Quiz-Quiz-Trade. This will include small group collaboration.

Students will take their second formative assessment associated with the novel.

ELA.11.RL.1.D

Students will be able to...

Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.

**Assessment:** Students will independently respond to focus questions assigned in Google Classroom and participate in small/whole group discussions during class.

Students will conduct a close reading of one of the three chapters from their original assignment to construct DOK leveled focus questions for Quiz-Quiz-Trade. This will include small group collaboration.

Students will take their second formative assessment associated with the novel.

ELA.11.RL.2.B

Students will be able to...

Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.

**Assessment:** Students will independently respond to focus questions assigned in Google Classroom and participate in small/whole group discussions during class.

Students will conduct a close reading of one of the three chapters from their original assignment to construct DOK leveled focus questions for Quiz-Quiz-Trade. This will include small group collaboration.

Students will take their second formative assessment associated with the novel.

ELA.11.RL.2.C

**TOPIC: Chapters 6-9** -- 4 Day(s)**Description**

Over the course of the week, students will read chapters 6-9 and participate in a close reading from one of the four chapters. Students will be guided through their reading with series of questions. In order to aid in the close reading process, students will be given an annotation guide to help with highlighting and note-taking.

**Academic Vocabulary (What terms will students need to know?)**

annotate  
close reading  
summarize  
cohesive  
paragraph  
justify  
main idea/theme  
tone  
figurative language (various techniques)  
affect  
evidence  
argument

**Learning Targets**

Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

**Assessment:** Students will be given a close reading passage and several prompts to aid with analysis.

Open Response

ELA.11.RL.1.A

Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.

**Assessment:** Students will be given a close reading passage and several prompts to aid with analysis.

ELA.11.RL.2.A

Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone and aesthetic impact.

**Assessment:** Students will be given a close reading passage and several prompts to aid with analysis.

Open Response

ELA.11.RL.2.C

**TOPIC: Chapters 10-11** -- 3 Day(s)**Description**

Students will read Chapters 10-11 of *A Long Way Gone* and complete supplementary activities to further their understanding of the reading. Supplementary activities include argumentative statements with valid reasoning and a large differentiated activity with a variety of nonfiction texts.

**Academic Vocabulary (What terms will students need to know?)**

evidence  
argument  
support (textual evidence)  
connotation  
perception

**Learning Targets**

I can...cite textual evidence from *A Long Way Gone* chapters 10-11 to prove my stance on the anticipatory sets.

I can...cite textual evidence from both *A Long Way Gone* chapters 10-11 and my designated nonfiction piece to support my specific activity prompt.

**Assessment:** Students will participate in small groups discussions and whole group discussions to prove their understanding on anticipatory sets and differentiated prompts for nonfiction texts and two chapters of the novel.

Class Discussion/Participation

ELA.11.RL.1.A

I can...cite textual evidence from *A Long Way Gone* chapters 10-11 to prove my stance on the anticipatory sets.

I can...cite textual evidence from both *A Long Way Gone* chapters 10-11 and my designated nonfiction piece to support my specific activity prompt.

**Assessment:** Students will participate in small groups discussions and whole group discussions to prove their understanding on anticipatory sets and differentiated prompts for nonfiction texts and two chapters of the novel.

Class Discussion/Participation

Class Discussion/Participation

ELA.11.RL.1.A

**UNIT: The Iliad** -- 8 Week(s)**Unit Description**

Over the next seven weeks, we will be reading a number of books (chapters) out of the novel *The Iliad* by Homer. We will look into the past events that led up to the Trojan War, the major characters involved, and the result of this historic battle. Prior to reading the text, we will look into some background information about epic literature and Homer. Many questions have been raised about whether or not Homer actually wrote the novel and whether or not the events of the novel really happened. You will draw your own conclusion when we finish reading. As we extend our knowledge of literary devices, we will look at the imagery, foreshadowing, and similes and metaphors. We, unfortunately, will not be reading *The Iliad* in its entirety. We will focus on 11 books and you will be provided with short summaries of the rest of the text.

**Enduring Understandings/Essential Learner Outcomes**

Students will be able to (SWBAT)...

...use textual evidence to support claims made about topics.

...use textual evidence effectively to debate issues relevant to the content of the novel.

...analyze various articles for connections between characters and events.

...argue the validity of a character's claims based on their understanding of character motivations.

**Academic Vocabulary**

epic poem  
imagery  
extended simile

metaphor  
conclusions  
foreshadow  
theme  
argument  
pathos  
logos  
ethos

---

**TOPIC: Introduction to the Unit** -- 4 Day(s)

**Description**

Over the next week, we will focus on various pieces of information to bridge any gaps between what you know about Homer, *The Iliad*, and Greek literature.

**Academic Vocabulary (What terms will students need to know?)**

golden age  
moral code/religious code  
epic poem/literature  
narrative  
demigod  
supernatural  
hero (tragic hero)  
flaw (tragic flaw)  
restitution  
argue/debate

**Learning Targets**

Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences are drawn from the text, including where the text leaves matters uncertain.

**Assessment:** Students will participate in a variety of activities to strengthen their understanding of Homer, Greek literature, and *The Iliad* and *The Odyssey*. (documentary video with questions, Web quest, *Iliad* family tree, anticipation guide w/debate, and background reading for the context of the novel).  
Class Discussion/Participation

ELA.11.RI.1.A

Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to 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.

**Assessment:** Students will participate in a variety of activities to strengthen their understanding of Homer, Greek literature, and *The Iliad* and *The Odyssey*. (documentary video with questions, Web quest, *Iliad* family tree, anticipation guide w/debate, and background reading for the context of the novel).  
Class Discussion/Participation

ELA.11.SL.1.B

Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.

**Assessment:** Students will participate in a variety of activities to strengthen their understanding of Homer, Greek literature, and *The Iliad* and *The Odyssey*. (documentary video with questions, Web quest, *Iliad* family tree, anticipation guide w/debate, and background reading for the context of the novel).

ELA.11.RI.3.B

**TOPIC: Book 1: The Rage of Achilles** -- 3 Day(s)**Description**

Students will read through the first book of *The Iliad* and engage in a variety of comprehension activities (focus questions, discussion, Socratic assessment, debate, Socratic Seminar circles, and summative assessment)

**Academic Vocabulary (What terms will students need to know?)**

rage  
socratic seminar  
quarrel  
rationale  
argument  
debate  
justify  
valid reasons  
textual evidence  
attitude (character)  
foreshadowing  
conflict

**Learning Targets**

I can...draw conclusions, infer and analyze Book 1 of *The Iliad* by citing relevant and thorough textual evidence to support analysis of what the text says.

**Assessment:** Students will answer focus questions, answer a debate question and complete a chapter assessment where a textual evidence is required to support their claims.

Written Document/Paper

Open Response

ELA.11.RL.1.A

I can...evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.

**Assessment:** Students will answer focus questions, answer a debate question and complete a chapter assessment where a textual evidence is required to support their claims.

Written Document/Paper

ELA.11.RL.2.A

I can...respond thoughtfully to different opinions presented by classmates and support those opinions with evidence presented in the text.

**Assessment:** Students will participate in a socratic seminar.

Class Discussion/Participation

ELA.11.SL.1.C

I can...delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence;

I can...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.

**Assessment:** Students will engage in a socratic seminar.

Class Discussion/Participation

ELA.11.SL.1.B

**TOPIC: Introduction to Antigone** -- 4 Day(s)**Description**

Students will complete a variety of activities as they learn necessary information to perform and teach the rest of the class about their scene from *Antigone*.

**Academic Vocabulary (What terms will students need to know?)**

Greek tragedy  
theatron

**Learning Targets**

I can....infer what Homer is stating about the characters and events through the use of extended similes.

**Assessment:** Students will complete an extended simile chart prior to class discussion.

Open Response

ELA.11.RL.1.A

**UNIT: Antigone** -- 4 Week(s)**Unit Description**

Over the next five to six weeks, we are going to be studying the novel *Antigone*, as well as Greek Theater. This unit will be considerably different than the ones we have completed this year so far. Each small group will be focusing on one small aspect of the play, becoming experts, performing, and teaching the scene to the rest of the class. This will require a lot of independence on the parts of the small groups to get the required work done before the deadline. We will have approximately two weeks to read, plan, and research your individual scene and then in the third week, all groups will start performing. There will only be two assessments for the unit: a mid-novel after scene 3 and a unit assessment that will cover the entire play. It is recommended that you read the entire play since you will be tested on it. This is a very short play (52 pages) and is manageable to read on your own or in your small group during class time.

**Enduring Understandings/Essential Learner Outcomes**

Students will be able to...

...analyze a scene from the play and explain its significance through performance and presentation of a lesson plan.  
...understand Greek literature and theatre through a web quest activity and class discussions.

**Academic Vocabulary**

catastrophe  
tragic hero  
tragic flaw  
tragedy  
theme  
protagonist  
antagonist  
foreshadow  
author's perspective/views

**TOPIC: Introduction to Antigone** -- 4 Day(s)**Description**

Students will complete a variety of activities as they learn necessary information to perform and teach the rest of the class about their scene from *Antigone*.

**Academic Vocabulary (What terms will students need to know?)**

Greek tragedy  
theatron  
skene  
orchestra  
theatre  
trilogy  
antagonist  
protagonist

**Learning Targets**

I can...research a variety of websites in order to gain understanding of words and concepts as they apply to Greek literature.

**Assessment:** Webquest  
Research

ELA.11.RI.1.B

I can...determine a predominant theme in *Antigone* and use textual evidence to support my personal opinions as it relates to the characters in the text.

**Assessment:** Students will create a concept map addressing one of the four major themes represented in the play.  
Class Discussion/Participation

ELA.11.RL.1.D

I can...read multiple sources in order to fully explain the significance of a theme in the play.

**Assessment:** Students will create a concept map of a designated theme represented in the play. They will read a number of information pieces in order to gather information.  
Class Discussion/Participation

ELA.11.RL.3.B

I can...listen to different sides of an argument and respond thoughtfully and respectfully.

I can...challenge another student's perspective, using ideas that are backed by examples.

**Assessment:** Students will participate in an anticipation guide discussion.  
Class Discussion/Participation

ELA.11.SL.1.B

I can...respond to other classmates on their position during a debate and provide my own stance with justifiable evidence.

**Assessment:** Students will participate in an anticipation guide debate.  
Class Discussion/Participation

ELA.11.SL.1.C



**TOPIC: Antigone Performance & Lesson Plan Preparation** -- 2 Week(s)**Description**

Students will use the next 2 weeks to read *Antigone*, work on lesson plan preparation, and performance practice. At the end of the preparation time, students are responsible for performing their scene and teaching their prepared lesson to the rest of the class.

**Academic Vocabulary (What terms will students need to know?)**

theme  
plot  
character development  
constructed response  
metaphor  
identify  
assess  
tone  
justification  
text evidence  
summarize  
objective

**Learning Targets**

I can...draw conclusions about the plot and character development by finding textual evidence to support the explanation of my lesson.

I can...use textual evidence effectively to explain my opinions on constructed response questions.

**Assessment:** Students will present a lesson using textual evidence.

Students will complete a mid-play and unit assessment using textual evidence to infer and analyze plot and character development.

Presentation

ELA.11.RL.1.A

I can...analyze the development of the four different themes presented throughout the play.

**Assessment:** Students will show how the themes are represented through their lesson plan presentation and scene performance.

Presentation

ELA.11.RL.1.D

I can...analyze how Sophocles integrates the norms of Greek society throughout the play *Antigone*.

**Assessment:** Students will discuss and present how Sophocles has presented like of Greek citizens during the Golden Age.

Presentation

ELA.11.RL.3.C

I can...show how I comprehend Sophocles' *Antigone* through reading and presentation of a lesson plan and performance of a scene.

**Assessment:** Students will perform a scene from the play and present a lesson of key concepts pertaining to their scene.

Presentation

ELA.11.RL.3.D

I can...clearly present key concepts to my classmates during my lesson plan presentation.

**Assessment:** Students will need to ensure they speak clearly and audibly during the presentation of their lesson.

Presentation

ELA.11.SL.2.A

**TOPIC: Mid-Play Assessment** -- 2 Day(s)

**Description**

Students will be assessed on the first four scenes from the play once all presentations and performances are complete. Students are expected to use their books and supplement each response with textual evidence.

**Academic Vocabulary (What terms will students need to know?)**

compare  
argument  
validity  
textual evidence  
point of view  
construct  
support  
draw conclusions  
effect  
analyze  
claims  
interpret  
significant  
cite

**Learning Targets**

I can...draw conclusions by citing textual evidence and analyzing plot and character development.

**Assessment:** Mid-play assessment

Quiz

ELA.11.RL.1.A

I can...analyze Sophocles' writing to explain the meaning and tone and how the reader is impacted.

**Assessment:** Mid-play assessment

Quiz

ELA.11.RL.2.C

**TOPIC: Introduction to Shakespeare and Othello** -- 4 Day(s)

**Description**

During the first week of the unit, students will engage in a variety of activities to understand the history of Shakespeare and contextual background of *Othello*.

**Academic Vocabulary (What terms will students need to know?)**

anticipation guide  
facts  
verse  
debate  
argument  
valid reasoning

**Learning Targets**

I can...infer about character motives and how it affects the other characters and plot of the play.

I can...use textual evidence to prove my opinion for the constructed response questions.

**Assessment:** Unit Assessment

Quiz

ELA.11.RL.1.A

I can...explain how a particular theme is predominant in the play and provide textual evidence and analysis to prove it.

**Assessment:** Unit Assessment

Quiz

ELA.11.RL.1.D

**UNIT: Othello** -- 7 Week(s)

**Unit Description**

Over the next seven weeks, we are going to be studying the Shakespearean play *Othello*, as well as Shakespearean theatre. We will be reading through the play, completing supplementary activities, and having daily discussions. We will be looking at a variety of themes connected with the play, thinking and writing critically about particular prompts, and thinking logically about choices people make. This unit is a continuation of our outgoing argumentative skills and will include two different legal trials where you will assume a particular role in the courtroom. At the conclusion of the play, a select few will be traveling to St. Louis to perform our play in 32 seconds.

**TOPIC: Introduction to Shakespeare and Othello** -- 4 Day(s)

**Description**

During the first week of the unit, students will engage in a variety of activities to understand the history of Shakespeare and contextual background of *Othello*.

**Academic Vocabulary (What terms will students need to know?)**

- anticipation guide
- facts
- verse
- debate
- argument
- valid reasoning

**Learning Targets**

I can...apply the information represented in a web quest, anticipation guide, documentary, and in nonfiction reading to emphasize the concepts of Shakespeare and *Othello*.

**Assessment:** Webquest

- Anticipation Guide
- documentary
- Research

ELA.11.RI.3.A

I can...use statements in an anticipation guide to develop discussions about several themes represented in *Othello*.

**Assessment:** Anticipation Guide

- Class Discussion/Participation

ELA.11.RL.1.D

I can...explain my point of view and how what is directly stated in the anticipatory set might differ from what I think and what other classmates might think.

**Assessment:** Anticipation Guide

- Class Discussion/Participation

ELA.11.RL.2.B

I can...actively listen to a classmates argument and evaluate their position and be able to respond to their line of reasoning.

**Assessment:** Anticipation Guide

- Class Discussion/Participation

ELA.11.SL.1.B

I can...actively listen to a classmates argument and evaluate their position and be able to respond to their line of reasoning.

**Assessment:** Anticipation Guide

- Class Discussion/Participation

ELA.11.SL.1.C

**TOPIC:**

**Learning Targets**

I can...making inferences about character motivations and plot by using textual evidence to explain my response.

**Assessment:** Quiz

ELA.11.RL.1.A

I can...describe the meaning of Shakespeare's words and show how the tone enhances the understanding of characters and plot.

**Assessment:** Quiz

ELA.11.RL.1.B

I can...study the soliloquies written by Shakespeare and what they reveal about the characters who say them.

**Assessment:** Quiz

ELA.11.RL.1.C

I can...understand the characters that are represented in the novel through a character analysis chart.

**Assessment:** Students will work together in partners to describe characters represented in the first act of the play.

Class Discussion/Participation

ELA.11.RL.3.D

**UNIT: Argumentative Research Paper** -- 7 Week(s)

**Unit Description**

Over the next seven weeks, we are going to be studying rhetoric and arguments (debate). As we study a variety of argumentative examples and articles; you will be planning, researching, and writing your own argumentative essay. There will be lots of time provided to you in class to work individually, with a partner, and meet with me. Please use all class time given to ensure that this research paper will be successful. Since this is your final unit and grades for you are submitted prior to graduation, please take note of all deadlines and ABSOLUTE POSSIBLE TURN IN DATE. This date is non-negotiable. You will not pass this course if you don't turn in this paper.