KUTZTOWN AREA SCHOOL DISTRICT

Maximize potential, embrace change, create the future

Grade 12 English Language Arts Curriculum

Last Updated June 2016 by Josh Chambers

Course Description: Students enrolled in this course will read a variety of literature, including a survey of world literature, and trace the development of the hero in the English-speaking culture. In language, a practical approach to vocabulary is coupled with an emphasis on writing well organized essays using a process writing approach. A full length research paper is also required.

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Unit #	***Title***	***# of Weeks***	***Month***
1	*Beowulf*	*2 weeks*	*September*
2	*The Canterbury Tales*	*2 weeks*	*September*
3	*A Christmas Carol*	*1 week*	*October*
4	*Hamlet*	*3 weeks*	*October*
5	*1984*	*2 weeks*	*November*
6	*The Hitchhiker's Guide to the Galaxy*	*1-2 weeks*	*November*
7	*Into the Wild*	*1-2 weeks*	*December*
8	*Cat's Cradle*	*2-3 week*	*January*
9	*The Odd Couple*	*1 week*	*January*
10	*Senior Research Paper*	*1 week*	*February*
11	*Vocabulary*	*ongoing*	

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Unit #/Title	1/Beowulf	Time Frame	2 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Big Ideas

- Reading expands understanding of the world, people, and oneself; readers use strategies to construct meaning; readers develop a deeper understanding by reflecting upon the text; visual materials enhance understanding.
- Writers express emotion through a variety of techniques in order to appeal to their audience.
- Examining cause/effect relationships fosters logic and increases understanding.
- Speaking, listening, and viewing are fundamental processes which people use to express, to explore, and learn.

Essential Questions

- What is the relationship between *place* and literature?
- How do changes in language shape and reflect society?
- What is the relationship of the writer and the reader to tradition?
- What critical role did religion play in forming society?
- How can myths and traditions be passed from one generation to the next?

Content

- Specific relevant historical facts germane to the Dark ages

Skills

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based discussions about text
- Collect and organize evidence from texts to support analysis in writing

	• Cite specific textual evidence to support analysis • Identify and discuss the conventions of the epic hero, the themes of comitatus, allegiance and the blending of ancient paganism and modern Christianity, warrior code • Make connections between the historical context and the literature • Organize ideas and compose an essay detailing how Beowulf stands as an epic hero; a second on a modern equivalent

Unit #/Title	2/The Canterbury Tales	Time Frame	2 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Big Ideas

- Reading expands understanding of the world, people, and oneself; readers use strategies to construct meaning; readers develop a deeper understanding by reflecting upon the text; visual materials enhance understanding.
- Writers express emotion through a variety of techniques in order to appeal to their audience.
- Stereotypes and archetypes help us to make sense of our world by enabling us to predict how people will behave.

Essential Questions

- How does the development of the English language reflect a changing British culture?
- What critical role did religion play in forming society?
- How do stereotypes and archetypes inform our understanding of humanity?

Content

- Significance and social contributions of varying classes/trades/vocations during the middle ages.

Skills

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based discussions about text
- Collect and organize evidence from texts to support analysis in writing
- Cite specific textual evidence to support analysis
- Recall specific relevant historical facts germane to the middle ages
- Make connections between the historical context and the literature

	• Organize ideas and compose short presentation and video introducing their peers to the primary pilgrims traveling to Canterbury • Identify, interpret and analyze conventions and major themes of specific M.E. subgenres (Beast Fable, Sermon with Exemplum, Loathly Lady Tale) • Create and perform modern adaptations of the tales.

Unit #/Title	3/A Christmas Carol	Time Frame	1 Week

Stage 1 - Identify Desired Results

Standards

CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Big Ideas

- Reading expands understanding of the world, people, and oneself; readers use strategies to construct meaning; readers develop a deeper understanding by reflecting upon the text; visual materials enhance understanding.
- Looking to the causes of an event helps one predict the outcomes.
- Writers use literature to examine the choices that people make and the accompanying consequences.

Essential Questions

- How are people transformed through relationships with others?
- How can literature serve as a social corrective?
- How does literature reflect the cultural challenges of the time period in which it is set?

Content

- Specific relevant historical facts germane to the industrial revolution and 1820's-40's societal concerns of London.

Skills

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based discussions about text
- Collect and organize evidence from texts to support analysis in writing
- Cite specific textual evidence to support analysis

	• Identify, interpret and analyze conventions and major themes of Dickens's works including use of allegory, metaphor and form. • Make connections between the historical context and the literature. • Analyze and critique a filmic adaptation. • Organize ideas and compose an essay detailing Dickens' use of children.

Unit #/Title	4/Hamlet	Time Frame	3 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Big Ideas

- Reading expands understanding of the world, people, and oneself; readers use strategies to construct meaning; readers develop a deeper understanding by reflecting upon the text; visual materials enhance understanding.
- Writers express emotion through a variety of techniques in order to appeal to their audience.
- Reading and listening to multiple perspectives helps one understand the content and broaden one's appreciation and understanding of the text.

Essential Questions

- When is thought preferable to action?
- When is action preferable to thought?
- What is the function of Art?
- Can fiction tell the "truth"? Why or why not?
- How does conflict (external or internal) impact relationships?

Content

- Vocabulary in context or researching and understanding the vocabulary of Elizabethan English.
- Specific relevant historical facts germane to Shakespeare's life and writings.

Skills

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based discussions about text.

	• Collect and organize evidence from texts to support analysis in writing • Cite specific textual evidence to support analysis • Interpret and respond to diverse works from various cultures and time periods. • Analyze, critique and transfer central themes and concepts from literature to another medium (i.e. film) • Analyze conventions and major themes of Shakespeare's writing including use of allegory, metaphor, and form. • Organize ideas and compose an essay detailing Shakespeare's treatment of women, Hamlet's vacillation and/or cause and effect in the dramatic arc. • Adapt and prepare a specific scene of their choice for live performance or video.

Unit #/Title	5/1984	Time Frame	2 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Big Ideas	Essential Questions
• Reading expands understanding of the world, people, and oneself; readers use strategies to construct meaning; readers develop a deeper understanding by reflecting upon the text; visual materials enhance understanding. • Examining cause/effect relationships fosters logic and increases understanding. • Looking to the causes of an event helps one predict the outcomes.	• Do individuals have the power to change the society in which they live? • How does a single group of people gain such total power in society? What are the methods that people use to gain control over other people? Why do people submit to this power? • Personal v. Principled Rebellion: What are the reasons why people might *not* submit to that power? Is rebellion worth it? • How much of our identity should be kept private and how much should be made public? What happens to our identity when people in power take our privacy away? • How does being shut off and disconnected from the rest of the world limit our abilities to understand ourselves and gain power over ourselves? • How much of knowledge is based on social constructs versus experience?

Content	Skills
• Specific relevant historical facts germane to the "age of anxiety" (post-Victorian England and WW I).	• Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based discussions about text • Collect and organize evidence from texts to support analysis in writing • Cite specific textual evidence to support analysis • Identify, interpret and analyze conventions and major themes of Orwell's works including use of language. • Make connections between the historical context and the literature. • Analyze and critique a filmic adaptation.

Unit #/Title	6/The Hitchhiker's Guide to the Galaxy	Time Frame	1-2 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Big Ideas

- Reading expands understanding of the world, people, and oneself; readers use strategies to construct meaning; readers develop a deeper understanding by reflecting upon the text; visual materials enhance understanding.
- Writers express emotion through a variety of techniques in order to appeal to their audience.
- Examining cause/effect relationships fosters logic and increases understanding.
- Looking to the causes of an event helps one predict the outcomes.
- Reading and listening to multiple perspectives helps one understand the content and broaden one's appreciation and understanding of the text.

Essential Questions

- How does satire serve as social corrective?
- What purpose does an unreliable narrator serve?
- What is the effect of having so many different types of comedy in one single novel?
- What is the purpose of the various post-modern narrative "tricks" in the text (i.e. digressions, deliberate denial of suspense, meaningless footnotes, etc.)?
- How does having multiple narrators add to the overall impact of the text?

Content

- Survey of "modern anxieties" i.e. technologies, the nuclear age, mid-life crises, financial difficulties, etc.

Skills

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based discussions about text
- Collect and organize evidence from texts to support analysis in writing

	• Cite specific textual evidence to support analysis • Identify, interpret and analyze conventions and major themes of Adams's works including use of allegory, metaphor, irony, dark comedy and form. • Determine the reasons and impacts of satire. • Make connections between the historical context and the literature. • Analyze and critique a filmic adaptation.

Unit #/Title	7/Into the Wild	Time Frame	1-2 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Big Ideas

- Reading expands understanding of the world, people, and oneself; readers use strategies to construct meaning; readers develop a deeper understanding by reflecting upon the text; visual materials enhance understanding.
- Writers express emotion through a variety of techniques in order to appeal to their audience.
- Examining cause/effect relationships fosters logic and increases understanding.
- Looking to the causes of an event helps one predict the outcomes.
- Reading and listening to multiple perspectives helps one understand the content and broaden one's appreciation and understanding of the text.
- Speaking, listening, and viewing are fundamental processes which people use to express, to explore, and learn.
- Writers use literature to examine the choices that people make and the accompanying consequences.

Essential Questions

- What is the American Dream and what is the American Nightmare? Are they mutually exclusive in his case?
- How do students' conceptions of success and failure in any way affect their opinion of him the book and of Chris?
- From what source do students derive their values and beliefs and how do they help to create the judgments that they have of Chris?
- What is the allure of the American wilderness and how does it specifically affect Chris? Do students share in any of this draw?
- How do students define consciousness; do they consider Chris conscious?
- How do the ideas of those authors used in the allusions at the beginning of most chapters serve to explain Chris and his curious decisions?
- How does the rather elliptical organizational style of *Into the Wild* help to express the different shades of Chris'/Krakauer's story?
- In what ways have people changed as a result of taking risks?

	• How is reading a work of nonfiction different from reading a work of fiction?
Content	**Skills**
• Specific relevant historical/autobiographical facts germane to modernity (post 1960's-now)	• Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based discussions about text • Collect and organize evidence from texts to support analysis in writing • Cite specific textual evidence to support analysis • Identify, interpret and analyze conventions and major themes of Krakauer's works including angst, bildungsroman, person v. society, person v. nature. • Make connections between the historical context and the literature. • Analyze, critique and transfer central themes and concepts from literature to another medium (i.e. film) • Identify, interpret and analyze conventions and major themes of journalistic/non-fiction writing including use of interview, anecdotal stories and mapping. • Make connections between the historical context and the literature. • Organize ideas and compose an essay defending their position on McCandless's tragic odyssey as either a fool's errand or an existential journey.

Unit #/Title	8/Cat's Cradle/Apocalyptic Lit	Time Frame	2-3 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Big Ideas

- Reading expands understanding of the world, people, and oneself; readers use strategies to construct meaning; readers develop a deeper understanding by reflecting upon the text; visual materials enhance understanding.
- Writers express emotion through a variety of techniques in order to appeal to their audience.
- Examining cause/effect relationships fosters logic and increases understanding.
- Looking to the causes of an event helps one predict the outcomes.
- Reading and listening to multiple perspectives helps one understand the content and broaden one's appreciation and understanding of the text.
- Speaking, listening, and viewing are fundamental processes which people use to express, to explore, and learn.
- Writers use literature to examine the choices that people make and the accompanying consequences.

Essential Questions

- How are Biblical allusions either used or misappropriated in the text and to what end do these inclusions serve?
- How does satire serve as social corrective?
- What is the effect of actual historical events/locations/ figures having been folded into the wholly fictional text?
- What is the purpose of blending the sacred and the profane?
- How does apocalyptic literature/film accurately embody a modern ethos?

Content	Skills
• Specific relevant historical facts germane to the post WWII environment and postmodernism.	• Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based discussions about text • Collect and organize evidence from texts to support analysis in writing • Cite specific textual evidence to support analysis • Identify and analyze conventions of satire and common themes of apocalyptic lit • Make connections between the historical context and the literature. • Organize ideas and compose an essay detailing Vonnegut's targets of satire. • Compare, connect and critique the shared themes between *Cat's Cradle.* and *Dr. Strangelove*. • Organize ideas and compose an essay comparing and contrasting *Cat's Cradle*. and *Dr. Strangelove*.

Unit #/Title	9/The Odd Couple	Time Frame	1 Week

Stage 1 - Identify Desired Results

Standards

CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Big Ideas

- Reading expands understanding of the world, people, and oneself; readers use strategies to construct meaning; readers develop a deeper understanding by reflecting upon the text; visual materials enhance understanding.
- Examining cause/effect relationships fosters logic and increases understanding.
- Writers use literature to examine the choices that people make and the accompanying consequences.

Essential Questions

- How do authors utilize the conventions of comedy to convey universal themes?
- Why is comedy inherently more difficult to craft than tragedy?
- How are relationships integral to a play's dramatic structure?
- How may a play's comedic/satirical treatment of darker issues (i.e. divorce, suicide, abandonment) reflect its historical origins?

Content

- Specific relevant historical facts germane to the post WWII environment and the rise of the middle class.

Skills

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based discussions about text
- Collect and organize evidence from texts to support analysis in writing

	• Cite specific textual evidence to support analysis • Identify and analyze conventions of satire. • Make connections between the historical context and the literature. • Organize ideas and compose a short response detailing how Simon effectively captured a generation. • Identify, interpret and analyze conventions and major themes of Simon's writing including use of form, satire and hyperbole.

Unit #/Title	10/Senior Research Paper	Time Frame	1 Week

Stage 1 - Identify Desired Results

Standards

Presearch: AASL: 1.1.1; 1.1.2; 4.1.2; CCSS: ELA 1.4.V; Sci 3.6.F; SSH 8.6.F; BCIT 15.3.C ; ISTE: 4.a

Keywords and Research Strategy: AASL: 1.1.2. 1.1.3, 1.2.1, 1.1.9, 2.1.3, 2.1.5, 3.1.2; CCSS: ELA 1.4.V; Sci 3.6.F; SSH 8.6.F; BCIT 15.3.C; ISTE: 2.a, 3.a, 3.c, 4.a
Research Strategy: AASL: 1.1.4, 1.1.8, 1.2.2, 1.2.3; CCSS: ELA 1.4.V, W; Sci 3.6.F, G; SSH 8.6.F,G; BCIT 15.3.C,E,I; ISTE: 3.c
Organization and Documentation: AASL: 1.1.4, 1.1.8, 1.2.2, 1,2,3, 2.1.2, 2.1.4; CCSS: ELA 1.2.L, 1.4.S,W; Sci 3.5.I; SSH 8.5.I; BCIT 15.3.I, 15.4.L ; ISTE: 3.c, 5.a, 6.a, 6.b
Evaluating Sources: AASL: 1.1.4, 1.1.5, 1.1.7, 1.2.1; CCSS: ELA 1.2.D, G, H; 1.4.I, W; Sci 3.6.G; SSH 8.6.G; BCIT 15.3. E ; ISTE: 3.c
Nonfiction Close Reading: AASL: 1.1.6, 1.1.7, 1.2.1, 1.4.1, 1.4.4, 2.1.1; CCSS: ELA 1.2.D; 1.4.I, S, W; Sci 3.5.A,H, 3.6.G; SSH 8.5.A,H,I; 8.6.G; BCIT 15.3.E, I, L; ISTE: 3.b, 4.c
Visualization and Concept Mapping: AASL: 1.1.7, 1.2.1, 1.41, 1.4.4, 2.1.1, 2.4.1; CCSS: ELA 1.4. S,W; 1.5.F; BCIT 15.3.I; 15.4.L; ISTE: 3.b, 4.c
Research Questions and Working Theses: AASL: 1.1.3, 1.1.4, 1.1.9, 2.1.1, 2.1.3, 2.1.5, 3.1.2; CCSS: ELA 1.2.G; SCI 3.5.I; SSH 8.5.I; BCIT 15.3.I ; ISTE: 1.a, 2.a, 3.a, 4.a
Notetaking: AASL: 1.1.7, 1.4.1, 2.4.1; CCSS: ELA 1.4.S, W; Sci 3.6.G; SSH 8.6.G; BCIT 15.3.I; 15.4. L ; ISTE: 3.b, 4.c

Drafting: AASL: 1.4.1, 2.4.2, 3.1.1, 3.4.1, 3.4.2, 3.4.3, 4.4.5, 4.4.6; CCSS: ELA 1.4.V ; ISTE 1.a, 1.b, 2.b, 3.a, 3.b, 3.d, 4.a, 4.b, 4.c, 5.a, 5.b, 5.c

Big Ideas

- Complex reading skills are applied to multiple sources
- Inquiry based learning fosters an advanced mindset.
- Inquiry promotes curiosity.
- Plagiarism needs to be addressed.
- Inquiry allows students to present a coherent thesis in writing, acquire basic writing skills, develop careful reasoning and learn to apply appropriate data analysis.

Essential Questions

- How can a topic of interest be developed into a research paper?
- How does a thesis inform and drive a research paper?
- How does one evaluate sources to determine validity and reliability when using informational texts?
- How does one synthesize information from a variety of sources?
- How does the iterative process produce a higher quality paper?

Content

- Opposing Viewpoints
- Quoting
- Keywords
- Google Advanced/Google Scholar
- Paraphrasing
- Integration of primary sources
- Integration of secondary sources
- APA
- MLA
- Noodletools
- Close Reading
- Text Markup
- Graphic Organizers

Skills

- Justify selection of inquiry topic by specifying its connection to self, course content, and importance to society.
- Compile a list of keywords and term combinations to use for his research.
- Narrow focus and write guiding questions for the inquiry.
- Choose a research strategy that includes different key information resources that will uncover a variety of sources for the selected topic.
- Demonstrate advanced research skill of limiter use.
- Articulate the difference between MLA and APA citation styles

	• Document sources using NoodleTools • Evaluate online web information • Use reading, thinking, and visual literacy strategies to derive meaning and monitor own understanding • Challenge found ideas by noting questions and locating additional information • Revise ideas/point of view/preconceptions based upon new information • Demonstrate emerging connections among concepts related to his topic by creating a visual diagram/concept map. • Write a preliminary thesis based upon initial information • Write a final thesis statement that reflects changes/growth that occurs through the research process, including interconnections among subtopics and main topic, and clearly reveals the argument/conclusion to be made. • Articulate the difference between quotes, paraphrases, and personal summaries by correctly creating notecards • Create inquiry product that reflects his/her inquiry process and meets the requirements set forth by his/her instructors.

Unit #/Title	11/Vocabulary	Time Frame	Ongoing

Stage 1 - Identify Desired Results

Standards

CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.9-10.J Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.
CC.1.4.9-10.X 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 discipline-specific tasks, purposes and audiences.

Big Ideas	Essential Questions
• The continual acquisition of new vocabulary terms is beneficial to both written and oral expression. • A robust vocabulary is critical to reading comprehension. • Words can have various meanings and are best studied and learned in context. • Vocabulary words must be used repeatedly in speech and writing to become a permanent part of one's knowledge base.	• How does the continual acquisition of new vocabulary terms improve listening, speaking, reading, and writing skills? • What are effective strategies for learning new vocabulary terms?
Content	**Skills**
• Definition, part of speech, synonyms, antonyms, accurate usage • Associations relevant to a word's meaning in different contexts	• Define new vocabulary terms • Identify part(s) of speech of new terms • Identify and analyze word relationships and multiple meanings of new terms • Accurately use new terms in writing pieces