

**Summit Public Schools
Summit, New Jersey**

**Summit High School
Grade 12 / English:
Length of Course: Full Year**

English IV

Course Description:

English IV provides students with skills and experiences to prepare them to read, write and speak in a variety of contexts as they transition into college and the wider world. Students read a variety of literary texts that provide chances for seniors to examine the ethical and philosophical values and beliefs within their own culture and other's, as well as gain more appreciation for how other world citizens live their lives. Student focus is on analytical, reflective and evaluative writing that challenges them to engage with the world and recognize how their own experiences relate and contribute to a global society. Students refine their use of language in writing and speaking as a means to communicate and participate actively in a 21st century society and workplace.

**Language Domain Anchor Statements:
System and structure, effective use, and vocabulary**

The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

- **(RF) Foundational Skills: Reading Language:** By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
- **(WF) Foundational Skills: Writing Language:** By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
- **(SS) System and Structure of Language:** By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
- **(KL) Knowledge of Language:** By the end of grade 12, apply knowledge of language and command of vocabulary 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.
- **(VL) Vocabulary Acquisition, Use and Literal Meaning:** By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
- **(VI) Vocabulary Acquisition, Use and Interpretative Meaning:** By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

Big Ideas: Course Objectives / Content Statement(s)

The ability to use language in a superior manner requires the examination and discrimination of words and the decoding and deciphering of the presentation of those words.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

To what extent does vocabulary and its presentation in a written text distort or clarify the message? How does a writer use certain words (and the organization of those words) to convey a message?	Students will understand that command of the conventions of English grammar are appropriate when speaking and writing when evaluated for context and purpose.
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Revised: August, 2021

How can you use vocabulary to strengthen your writing, speak to your academic audience, and demonstrate a command over the content in which you present?	Students will understand that the knowledge of, and the organization, context, and presentation of language is important in conveying the message. Students will understand that language can be analyzed in many different ways and this often results in multiple interpretations. Students will understand that the use of sophisticated language provides academic viewpoints deemed appropriate at the college and career levels.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: Utilize words effectively for a variety of purposes and audiences, including a college essay and end-of-high-school projects. Sample Assessments: • Write a college essay that demonstrates personality and includes creativity. Use of superior, but not forced, vocabulary. • Collaborative Work: examination of figurative v. literal language (i.e. exercises with similes and metaphors and deciphering signs and directions from the perspective of a concrete thinker (i.e. Christopher, who has autism, in <i>Curious Incident</i>) • Determining the multiple meanings of words in performing/reading <i>Macbeth</i> and <i>Hamlet</i> (i.e. puns) • Developing a conclusion from understanding and using appropriate medical terminology for certain disabilities (accompanies the disability unit). Instructional Strategies: Interdisciplinary Connections Acting out Shakespeare's plays allows students to better understand the meaning/purpose of the words. Also, acting out a chapter from a novel will facilitate rhetorical analysis. Students will be able to analyze Ethos, Pathos and Logos in plays,

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

L.KL.11–12.2. 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.

- A. 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.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- 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.
- B. Identify and correctly use patterns of word changes that indicate different meanings or

novels, and speeches.

Technology Integration

Students will make use of online vocabulary resources (Shakespearean dictionary, Graphic Novel sites, etc.) to find and analyze the importance of words. Students will also use medical research and articles to establish the terminology applied to disabilities for the disabilities project.

Global Perspectives

Students will decipher the meaning of words from other cultures (Ex: Hijab etc. in *Persepolis*; various

parts of speech (e.g., conceive, conception, conceivable). C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. D. 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. E. 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). L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text. D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.	foods in <i>Interpreter of Maladies</i>, English (British English) in <i>Curious Incident of the Dog at Nighttime</i>) Media Literacy Integration Students will explore and critique the use of language in various media (i.e. print, online, in film, etc.) as it relates to topics such as disabilities, social/cultural identity, nature, science, regional and national issues, etc. Culturally Responsive Teaching Students will explore the regional, cultural, historical language used, and the way that language has evolved in its use and meaning. For example, looking at how, when and why certain terms become acceptable or politically incorrect.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M

**Reading Domain Anchor Statements:
Text complexity and growth of comprehension**

The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must

Revised: August, 2021

also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

- **(CR) Close Reading of Text:** By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **(CI) Central Ideas and Themes of Texts:** By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. •
- **(IT) Interactions Among Text Elements:** By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **(TS) Text Structure:** By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **(PP) Perspective and Purpose in Texts:** By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
- **(MF) Diverse Media and Formats:** By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **(AA) Analysis of an Argument:** By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.
- **(CT) Comparison of Texts:** By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Big Ideas: *Course Objectives / Content Statement(s)*

The ability to read a variety of written texts that examine certain journeys and the human psyche, and in essence for the student to connect and reflect on these experiences through comprehension, analysis, and critical evaluation.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

How do writers incorporate research and factual information in their writing fluidly and accurately to create an engaging story that is culturally and intellectually rich? How does reading about a topic from multiple points of view and perspectives offer a deeper understanding of a text? How does an author use language to engage readers? How does the way in which a story is presented impact the interpretation?	Students will understand that citing textual evidence further supports analysis and leads to a deeper understanding of the text. Students will understand that the use of language provides various perspectives and interpretations of a text. Students will understand that multiple interpretations of a story or message can emerge from the form in which it is presented and the style in which it is written. Students will understand the full range of information (i.e. literal and figurative, explicit and implicit) a text offers and be able to identify and evaluate its purpose accordingly.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text	
	Further establish the ability to be a critical thinker and reader, and select texts, decode language, decipher

Revised: August, 2021

says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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).

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and

critical materials, and evaluate, reflect, and translate analysis from written documents.

Sample Assessments:

Read with a group:

- Literature Circles – establishing a reading pattern and problem-solving / discussing the text in small groups
- Read dramatic works aloud in class – perform the text and determine the meaning(s) of lines and the intentions of characters through analysis (i.e. *Macbeth*, *Hamlet*, *A Streetcar Named Desire*)
- Disability Unit: Read numerous texts and sources on a wide variety of disabilities. Gather information about the medical impact on an individual and how he/she copes. Decide the credibility of each source and how it compares to the disability (i.e. *Curious Incident of the Dog in the Night-time*).
- Problem-Solve by reading maps – ex. Navigate the London Underground and establish how a teenager with Autism manages. *Curious Incident...*
- Evaluate the voice, purpose and possible responses to sample college essays. Determine what college admission boards are looking for in a college essay
- Read critical materials such as literary criticism, film reviews, or critiques on colleges discuss, debate or write about the accuracy of the positions.
 - Analyze non-fiction, novels, poems, and plays that expose various journeys. Determine and discuss the learning experience from each one and the impact on the outcome (i.e. *Into the Wild*, *Ordinary People*, *A Streetcar Named Desire*, *Life of Pi*).
- Navigate websites and databases to provide background information on certain cultures, which will promote a deeper understanding of texts: *Life of Pi*, *Persepolis*, *Ordinary People*.

Instructional Strategies:

Interdisciplinary Connections:

Include the study of current and international affairs that relate to a given text. (i.e. *Persepolis*, *Macbeth*). Reading and analysis of primary source documents and current events. Include the study of past eras for students to establish the norms of that time period (i.e. 1945- *Streetcar Named Desire*; Romanticism *Frankenstein*; 1980s- *Perks of Being a Wallflower*).

Technology Integration

Integrate web-based searches into the current and historical event studies. Students should discriminate between primary source, Internet and database

engaging. RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of	documents. Create and view PowerPoint presentations that share information from text and support a position.
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Revised: August, 2021

the same event or issue, use of different media or formats). RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message). RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept). RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works. RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.	Global Perspectives Read literature from varied global traditions exploring common themes and narrative structures (i.e. the physical or spiritual journey; treatment of the “outsider” or other by society). Examine how the differences in these texts establish distinct literary traditions, and how the similarities create common ground. Media Literacy Integration Collaborate using the Google Suite for text analysis, annotating of primary source documents, current events, database sources, etc. Students can use Google Suite and other chrome extension apps to analyze these sources. Culturally Responsive Teaching Create a Kahoot, Quizlet or other learning game to solidify the knowledge gleaned from the historical and primary source information. Students can include items that reflect the impact or meaning of the information they learn on their own culture, heritage or personal experience.
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Revised: August, 2021

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- S.T.E.A.M

**Writing Domain Anchor Statements:
Text types, responding to reading, and research**

The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

- **(AW) Argumentative Writing:** By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. •
- **(IW) Informative and Explanatory Writing:** By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **(NW) Narrative Writing:** By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **(WP) Writing Process:** By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
- **(WR) Writing Research:** By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- **(SE) Sources of Evidence:** By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
- **(RW) Range of Writing:** By the end of grade 12, 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.

Big Ideas: Course Objectives / Content Statement(s)

The ability to write for a variety of audiences and purposes requires organization of materials, style, creativity, and personal expression, as well as formatting while incorporating the various stages of the

writing process.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
What makes a written argument successful? What is the most effective form of written communication?	Students will understand that the verification of evidence, the inclusion of documented support, a superior command of language, and a sophisticated tone and style strengthen a written argument/claim.

Revised: August, 2021

How do you use the stages of writing to create a more effective product? How does the form and style in which you write present various purposes of communication and impact your audience? What is the purpose of a universal format (such as MLA) of writing?	Students will understand that writing can be presented in various forms and the most effective communication in writing incorporates form, style, and superior vocabulary to convey the message. Students will understand that writing is a process that involves conducting and evaluating research, incorporating and citing sources, and writing in an approved universal style of MLA format. Students will determine that organization of thoughts and materials, and various stages of revision, including proofreading and editing, will strengthen the overall written product.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: Employing various styles and structures through creative and academic writing. Further demonstrating all skills in writing a research paper: supporting a well-developed thesis, formatting to MLA, citing sources accurately, formulating a works cited page. Sample Assessments: • Write a college essay that is creative, reveals personality and flair, and is purposeful for the audience. • Complete creative assignments in correlation to senior themes and texts. For example, establish a voice of a character by imagining and writing the character's thoughts (i.e. Richard Parker in <i>Life of Pi</i>; Blanche in <i>Streetcar Named Desire</i>; Chris in <i>Into the Wild</i>). This will add another dimension to the text and reveal the reader's understanding of

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

the character's depth. Write a poem which utilizes language in a text and exposes another viewpoint (the love of nature in *Frankenstein*, *Into the Wild*, 5 stages of grief in *Ordinary People*

- Journal Writing: For example, establish a series of vignettes on memories that are triggered by music (exemplified in *Perks of Being a Wallflower*) or from photographs (taken by students and presented in a Powerpoint for a writing prompt in class) Maintain a weekly journal on any genre for the purpose of revision and creation of a portfolio. Peer edit and conference.
- Write a well-developed research paper where the essay supports a thesis statement and analysis derived from evidence or textual information. Essays should follow MLA format, cite passages from text, and show all stages of the writing process

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

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.

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.

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

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the argument presented

(e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

(i.e. Frankenstein's decision-making process; research papers on position for debate).

- Develop an annotated bibliography that summarizes, evaluates, and reflects on numerous sources. This could follow a disability unit where students read about various disabilities in conjunction with *Curious Incident of the Dog in the Night Time*.
- Write a screenplay that changes the end of a novel but is consistent with the author's ideas.

Instructional Strategies:

Interdisciplinary Connections

Students will write creatively to include historical and cultural evidence gained from events that correspond with texts (*Macbeth*, *Frankenstein*). Examples of creative writing would be journals from perspectives of characters, additional scenes or chapters, a letter, etc.

Technology Integration

Use the Google Suite and Noodletools skillfully in research papers. Students will use the various tools that the Google Suite (docs) offers to support every stage of the writing process.

- Google Docs for prewriting, editing, sharing with teachers and peers, commenting between teachers and peers, and revising. This is all done in real time with the share function.
- Students can use Google Docs to create and collaborate on research papers and research projects.

Global Perspectives

Incorporate views on culture and perspectives in *Persepolis* (Iran), *Life of Pi* (India, comparative religions), *The Curious Incident of the Dog in the Nighttime* (London, England), etc. by integrating the following types of strategies: think-pair-share, gallery walks, and article analysis of historical events and current events (comparing and contrasting and gathering historical information). These strategies will all allow the students to question their own perceptions and will also allow them to recognize the ways in which different countries and cultures are seen from different points of view.

Media Literacy Integration

Students will read, compare, and critique informational texts from different time periods to note how thought and behavior regarding the issue has changed over time. For example, looking and writing about a particular disability published over

smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection,	several decades to see how the public perception of the disability has changed and for what reasons.
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Revised: August, 2021

- and multiple plot lines, to develop experiences, events, and/or characters.
- 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).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. 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. 🌱

W.SE.11–12.6. 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 (MLA or APA Style Manuals).

W.RW.11–12.7. 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.

Students will use digital tools such as the Google Suite, online learning forums, etc. to access, manage, evaluate, and synthesize information in order to problem solve. Students will use these skills to complete a project based on disabilities (*The Curious Incident of the Dog in the Nighttime*), family issues (*Ordinary People*), and depression (*Perks of Being a Wallflower*).

Culturally Responsive Teaching

Compose a graphic strip in a similar style to *Persepolis* to show simplicity in a child's view of his or her culture. Students can choose any mode of presentation to complete a theme-based analysis of a text. They can use their own cultural point of view or experience to develop the narrative.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M
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Speaking and Listening Anchor Statements: Flexible communication and collaboration Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task. • (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • (II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • (ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. • (PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • (UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. • (AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> The ability to be effective communicators requires presenting ideas orally in an efficient manner, listening to others' opinions, and using specific strategies to evaluate certain perspectives.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>

How can one seek to understand the values of others without seeking to impose one's values on others? How does the presentation of various positions (including the opposing view) of an oral argument allow the speaker to support his/her claim? What is the use of evidence when speaking and presenting opinions?	Students will understand that effective verbal communication incorporates reasoning and evidence, multiple perspectives of the argument, and promotes thinking from the audience or recipient. Students will establish that credible information and diverse formats accompanying verbal communication enhances an argument.
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Revised: August, 2021

What types and forms of evidence will strengthen your position when speaking? How does a speaker use language to engage an audience?	Students will understand that sophisticated vocabulary and superior articulation of language effectively engages an audience.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: Effectively communicating multiple perspectives and positions in discussions and presentations Using the information presented to critically discuss and explore established and evolving viewpoints Sample Assessments: • Music Project: students individually present one song from a compilation of music he/she has developed, which triggers memories from past 12 years of school. Share the memory that is triggered in a story format. • Collaborative Work: students present information gathered about a particular topic to one another using a jig-saw strategy. • Collaborative Work: present the 5 stages of grief through the lens of several texts (<i>Ordinary People, Frankenstein, Life of Pi, The Bucket List</i>) • Students read a short story or chapter (i.e. <i>Interpreter of Maladies</i>) and teach it to the class or lead a whole-class discussion. • Watch films that reveal personal journeys and personal accomplishment, and communicate how these experiences connect to their own (i.e. <i>One Flew Over the Cuckoo's Nest, Life is Beautiful, Temple Grandin, Dead Poets' Society, Darius Goes West</i>). Instructional Strategies:

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

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.

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.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among

Interdisciplinary Connections

Articulate the interpretation and personal meaning behind a piece of music.

Gather and present research on how people cope physically and emotionally with disabilities and hardships in family life.

Technology Integration

Develop a music playlist of songs based on a theme or text.

Use PowerPoint, iMovie, Microsoft Word, Prezi, etc. to present materials to class. All will be peer evaluated.

Global Perspectives

Students will research and share in presentations an understanding of global and historical views of topics reflected in texts, *The Curious Incident of the Dog in the*

ideas, word choice, points of emphasis, and tone used. SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.UM.11–12.5. 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. 🧐 SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<i>Nighttime, Persepolis, Into the Wild, Frankenstein, Macbeth, Oedipus Rex, The Metamorphosis</i> etc. Media Literacy Integration Students can create videos and or Podcasts of themselves presenting material. Students can work in groups to create a newscast of a scene or chapter. Listen to and evaluate a Podcast based on a theme or a text (i.e. NPR's Serial Podcast). Culturally Responsive Teaching Students will rewrite a scene or chapter from a text or play and then present it in their small groups. Students will demonstrate their understanding of characters' cultural identity using different points of view and perspectives.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M

Unit Title: Shakespeare's *Macbeth*

[3-5 weeks]

Unit Summary: Students will study William Shakespeare's tragedy <i>Macbeth</i> as a way to understand that, while theater has evolved since 1606 in many ways, Shakespeare's themes of moral integrity, desire for and abuse of power, and what it means to be a man are still applicable in today's society. Throughout the unit, students will analyze language and determine their own interpretations of the story, but more importantly, groups will reenact scenes with the intention of establishing the persuasiveness of performance and how it can vary based on individual interpretation. A historical understanding of the time period is necessary as a way to review how we cope with unknown entities.
Primary interdisciplinary connections: Art: Drama Social Studies: Jacobian England; witchcraft Psychology: mental health Politics: government hierarchy; abuses of power

Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

Revised: August, 2021

Throughout history, there has been a radical change in how society treats mental illness and people who exhibit differences from the norm. During the 1600's, those who presented with irrational emotions and strange behaviors were ostracized and deemed to be working with the devil. Providing background information on witchcraft, teachers will instruct students on society's fear of the unknown during Jacobean times: individuals with inexplicable ailments were often labeled "witches," accused of witchcraft, and sentenced to death. James VI, himself, wrote on how the public could identify a witch along with the proper "legal" procedures. Furthermore, during the 11th century Scotland (the setting of the play), there was a deep reverence for the king as a man of God, who would protect the country from evil, but this position of power also served as a conflict for greedy men who wished to circumvent the hierarchy.

Students are intrigued with these historic themes and even though the perception of a witch has greatly altered, there is still a fascination with paranormal activity and barbaric treatment as a means of control. By exploring the complexities of Macbeth's relationships (while drawing from their own), in a historic setting such as this one, students examine the consequences when greed becomes prevalent, how a leader abuses his power, and the different ways in which people react when presented with certain situations and positions of authority. Students will connect Shakespeare's presentation of men in power, leaders' responsibilities to be truthful, and hysteria that is derived from unstable circumstances to America's present political system. In turn, much debate ensues that requires textual evidence and analysis from the play as support. Lastly, physically demonstrating the text on stage (or in the classroom), students see how the Bard's play should be approached, how dramatic irony occurs and internal conflict is performed, and specifically how relevant Shakespeare's themes are today.

Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)

Language

- L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.11–12.2. 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.
- L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Reading	• RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. • RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. • RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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). • RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. • RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
Writing	• W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Revised: August, 2021

	• W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. • W.RW.11–12.7. 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.
Speaking & Listening	• SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. • SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. • SL.UM.11–12.5. 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. 🌱 • SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Essential Questions:	Understandings: <i>Students will understand that...</i>
- How does fear cause people to behave in a variety of ways? Why do people lose moral integrity when pursuing powerful positions? - Both Macbeth and Banquo receive prophecies relating themselves to the throne. What distinguishes Macbeth's response from Banquo's? - Who are the "witches" in other time periods and societies? How do they cause hysteria? Fear? - Which aspects of our nature do we suppress? Which do we embrace? - To what extent do power and greed impact one's relationships personally and professionally? - To what degree is a person responsible for his/her own fate? How influential can others be in a person's decision-making? - How has society evolved in its responses to individuals who have beliefs that differ the norms? - What does it mean to be a man (explore each character's definition). - How is a Shakespearian tragedy and Macbeth' themes still relevant?	- Word frequency in Shakespeare's plays establishes the themes. - It is vital to know the historical representation of the weird sisters and the supernatural as a way to acknowledge such reality and subsequent fear. - Shakespeare's scenes, such as 1.1, can be performed with a modern interpretation in mind. - The true purpose of figurative language through examination of key speeches. - Performing Macbeth requires planning and logistics to be true to the text. - Based on their moral code and circumstances, people interpret messages, make decisions, and respond in different ways. (Individuals made decisions in different ways). - The Porter's speech is dated but valuable in its relief (comedic and otherwise). - Shakespeare's tragedies are not quite fully resolved - questions remain: where are the witches at the end of the play? What is likely to occur for the next man in power? - There are many thoughts on what it means to be a man; gender identity is always evolving (in the play and over the course of history).
Unit Learning Activities: <i>Students will...</i>	

Revised: August, 2021

- View Jacobian England, Shakespearian theater, and historical information in PPT tutorials and online clips.
- Through practice lines from the play (tossing lines activity), become familiar with Shakespeare's use of language and determine key themes from the diction prior to opening the text.
- Learn what little is known about Shakespeare and how elusive and enigmatic he is by reading Bill Bryson's text on Shakespeare, which ultimately establishes more mystery about the play. • Decipher the elements of "a staccato opening of a play" and how they apply to *Macbeth's* opening scene (appendix 1).
- Reimagine and act out Act 1 Scene 1 with a modern interpretation (appendix 2). • Act out literal and figurative meaning in key speeches: Captain's, Lady Macbeth, Malcolm. • Write about how Banquo and Macbeth respond to the witches' prophecies in different ways. • Use a decision-making model to explore the ways in which Macbeth decides to kill the king. • Find the answer to comprehension questions, by hunting through the text in "Scavenger Hunt" activities as a way to fully engage and familiarize themselves with the language.
- Research the comedic relief in the porter's speech and how "knock knock" jokes developed. • Visit the high school stage, and through the drama teacher's tutorial, move about the stage to determine the dynamics between characters and the logistics between scenes (especially with regards to the banquet scene and Banquo's ghost).
- Write Act 3 banquet scenes with stage directions ("Wearing the Director's Hat" - appendix 3). • Chart out each character's definition/ perception of what it means to be a man.
- Write out Lady Macbeth's letter, revealing her plagued conscience.
- Research the origins of Shakespeare's idioms.

Assessments

Summative:

- Competing groups in a reenactment of a modern day Act 1 Scene 1 of the witches.
- Recalling and analyzing key speeches filled with figurative language.
- Write briefly about the changes in Macbeth after each scene (or act) and then develop their findings into a formal thesis driven essay that uses their textual evidence and analysis as support.
checklist - appendix 4
- Unit test

Formative:

- Round table acting groups (center serving as a stage).
- Charting out the 5 acts with Freytag's pyramid as a model.
- Journaling on the changes in Macbeth; comparing and contrasting with Banquo and Lady Macbeth.
- "Wearing the Director's Hat" packet
- Debate on Lady Macbeth's agenda. • Crossword puzzles, matching characters and dialogue, vocabulary searches.

Unit Title: *The Curious Incident of the Dog in the Night-time* [3 weeks]

Unit Summary: Students will read Mark Haddon's novel *The Curious Incident of the Dog in the Night-time* as a platform for becoming familiar with different types of disabilities, specifically how language, such as the word "disabled," can be misconceived. While reviewing the difficulties and accomplishments of the protagonist, and researching additional supplementary materials, students will come to the realization that prejudices exist for this population that are based on misunderstanding and ignorance.

Primary interdisciplinary connections:

Counseling department (child study team): discuss misconceptions, identity, bullying, etc. Special Education: instruction on autism spectrum disorder (ASD) and neurological disabilities; people centered language.

Biology: how the brain functions for someone with autism (and other neurological disorders).

Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

Revised: August, 2021

Since adolescents are exploring their identity and considering potential relationships in their next academic setting, it is vital to understand one another's differences to be more accepting and self-aware in our diverse communities. As a way of understanding oppressive circumstances and how marginalized groups feel, students will seek to determine the disabled community's struggles and how we may be misinformed on what being disabled actually means. As Christopher tries to solve a mystery, he is misunderstood by several people he encounters and, as a result, struggles more; on the other hand, he excels when interacting with those who know of his diagnosis. When someone like Christopher understands how the "abled" community responds, and, alternatively, they comprehend how someone on the spectrum functions, both groups coexist and relate in more meaningful and harmonious ways; both parties then can grow from a relationship. Temple Grandin's message "different not less" becomes prevalent when examining disability, causing students to check their subconscious biases. Through interaction with students in the school's ABA room, visits from special educational experts and counselors, and a wide range of sources and activities, students can establish the value of individual differences, the scope of the spectrum, and the challenges and accomplishments within this community. All parties will be more informed on prejudice and ignorance, reflect on one's own perception and consider the value of more education and understanding.

Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)

Language

- L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.11–12.2. 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.
- L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Reading	• RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. • RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. • RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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). • RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. • RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). • RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message). • RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to
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	U.S. and/or global history and texts proposing scientific or technical advancements. 🌱
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Writing	• W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. • W.WR.11–12.5. 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. 🌱 • W.SE.11–12.6. 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 (MLA or APA Style Manuals). • W.RW.11–12.7. 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.
Speaking & Listening	• SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. • SL.ES.11–12.3. 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. • SL.UM.11–12.5. 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. 🌱
Essential Questions:	Understandings: <i>Students will understand that...</i>
• What does “disabled” mean? What is the stigma that is derived from language and subconscious biases? • What is a neurological disability? What is ASD? How is it diagnosed? What are the misconceptions about a person on the spectrum? • Why is the disabled community marginalized, discriminated against, or oppressed? • Does each person have a specific	• Individuals with ASD have difficulties deciphering moods, connotations, inferences, implications, and figurative language. • There are various ways of learning, and reading a map and figuring out logistically how to get from A to B can be easier based on one's learning style. • Establish multiple perspectives of “disability” through researching the library's resources and interviewing professionals around the building. • Determine Christopher's unspoken

learning style and/or learning difference? • Where do idioms originate? Why do we use figurative language? For different learners,	diagnosis by applying the DSM, and other written
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Revised: August, 2021

how challenging is it to decipher the meaning of figurative language? • How useful is a map when navigating around a city? • How important is it to acknowledge writers when referring to their work - in speech and writing - other than in text citations and Works Cited pages?	information about autism, to Haddon's characterization. • Acknowledging authors' findings and writing about their perspectives in a formal and professional way; utilizing research as a way to enhance a point of view rather than substitute it. • Speaking about personal perspectives on disability to engage in frank and open discussions about prejudice and biases.
Unit Learning Activities: <i>Students will...</i> • Watch the film <i>Temple Grandin</i> and record a list of commonalities for Temple and Christopher. Then, by researching, determine what is common across the spectrum. • Work collaboratively to compile a list of similes and metaphors and then act them out in their literal and then figurative meaning. • Redesign community and street signs so they have only literal directions and commands. • Use a map of the London underground to navigate from one place to another in a similar way to the protagonist. • Meet students from the ABA room in a getting-to-know-you activity. • Formulate a found poem, which powerfully acknowledges the relevance of textual context.	
Assessments	
Summative: • Found poem • Unit test • Research writing that properly introduces writers and their works in a credible way and explores the misinterpretation of the word "disabled."	Formative: • Discussion of stigma and personal biases • Group work on figurative language • Compare & contrast worksheet on Temple and Christopher • Navigating the London underground assignment.

Unit Title: A Streetcar Named Desire
[3 weeks]

Unit Summary: In this unit, students read Tennessee Williams's American drama *A Streetcar Named Desire*, analyzing how the characters' development relates to the play's central ideas of power dynamics, nostalgia, and identity. As a way to determine the emotional status of each main character, students record their personal responses to each scene and how their empathy changes based on key moments for Stanley, Stella, and Blanche. Students discuss and write about the complexities of relationships, familial and romantic, while examining gender roles and sexual violence in culture. Furthermore, the unit presents the continuation of the 11th grade theme of the American Dream and that one's identity is compromised in the search for happiness. Since mental illness is a central aspect of this play, and how other characters respond to Blanche's neurosis, students take a deeper look at the importance of family and a support system when assisting someone who has endured trauma.

Primary interdisciplinary connections:

Drama: the American tragedy

Psychology: neurosis; mental illness

Counseling: mental health and emotional support; gender studies; rape and sexual violence in culture

Social Studies: post WWII south; history of New Orleans

Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

Revised: August, 2021

As mental health issues continue to become more prevalent in our society, students gain more knowledge, and in turn empathy, by understanding how individuals with emotional needs and mental illness have been treated throughout American history. They begin to understand how their initial perception (and/or judgment) of people is typically inaccurate when responding to how individuals present themselves. Students establish how a person can suppress trauma and, consequently, it is beneficial to respond with empathy rather than judgment. Gender roles are also presented stereotypically in this play, portraying the man as feeling the need to exert his dominance and the women being conflicted by their duties as a wife and sister. Students have become increasingly more knowledgeable on the topic of rape and sexual violence in culture and what consent means, so at the conclusion of the play, students discuss victims, blame, trauma, and consequences of one's actions. These are all topics that students will be presented with in a college orientation.

Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)

Language

- L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.11–12.2. 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.
- L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Reading	• RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. • RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. • RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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). • RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. • RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). • RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message). • RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
Writing	• W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex

Revised: August, 2021

	writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. • W.RW.11–12.7. 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.
Speaking & Listening	• SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. • SL.ES.11–12.3. 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. • SL.UM.11–12.5. 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. 🌱	
Essential Questions:	Understandings: <i>Students will understand that...</i>
- How is gender represented? How are roles adopted and perceived? - How can a reader objectively evaluate without bias? How does a reader's point of view radically change in one moment (scene)? - How does performance rather than stated information result in an audience's empathy? - How much does the time period dictate the characters' circumstances? - Does the material presented provoke further investigation and inquiry? - What specific words, styles, techniques impact the overall message of a speaker that a written text cannot? - What role does differing social classes play in relationships? How does one's social status form identity?	- Gender can be represented and defined through use of language, through laws, through cultural norms, and through the exercise of power. - Initial judgment is frequently inaccurate and we often have no idea of a person's challenges and difficulties from how that individual presents. - By keeping an open mind, and determining that readers (people) rarely get to know someone's full story, students can be more empathetic in their evaluation. - American drama reveals the harsh realities of American life. - Mental health issues present in a variety of ways, and treatment has evolved from the time period of the play. - two competing ways of life - upper class plantation life and working class New Orleans can impede on relationships. - Poker is symbolic of the "game" that Stanley and Blanche play to win over Stella.
Unit Learning Activities: <i>Students will...</i> - Examine the relevance of allusions and other references in Williams's play: Elysian Fields, Browning's poem, Van Gogh's painting, Mae West, various pieces of music, etc.. - Research life in New Orleans and plantation life, specifically in the late 1940's and early 1950's. • Chart their personal level of empathy with textual support for each of the 3 characters at the end of each scene. - Perform the scenes, demonstrating point of view, judgment, and perception of key characters. • Present horoscopes and how a star sign provides a perceived stereotype for characters in the play. - Compare rape and sexism in the 1940's with today: explore consent, research laws, contrast the treatment of rape and sexual violence in culture and women's rights and issues of oppression. • View online clips and read about personality disorders, mental health diagnoses, institutions, and mental health support.	

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Assessments

Summative: • Unit Test • Formal Essay exploring gender roles or mental health and incorporating research.	Formative: • Brief presentations of various allusions and references. • Charts for each scene: textual evidence to support reader response towards each character. • Final chart across all 11 scenes that tracks reader's overall sympathy for the characters. • Debate about the pivotal moments and actions of each character that resulted in the quick change of readers' sympathy.
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Appendix 1: Unit 1: *Macbeth*

Staccato Opening & 5 Acts *Macbeth: The Beginning*

The beginning of a Shakespearean tragedy comprises the first act, and its purpose is twofold:

1. to place the situation clearly before us
2. to arouse keen interest in the outcome of the situation

The beginning of a Shakespearean tragedy's first act falls into three technical divisions. We will focus on the first:

1. Staccato Opening

Staccato: definition -

Shakespeare employs a staccato opening to his great tragedies, usually beginning with a short scene, generally startling in nature. The chief purpose of which is to arouse the attention of the audience. In this opening scene Shakespeare gives us the introductory chord to the tone of the drama and also stresses the force which is to prove fatal to the hero.

Breakdown of a staccato opening and its application to *Macbeth*:

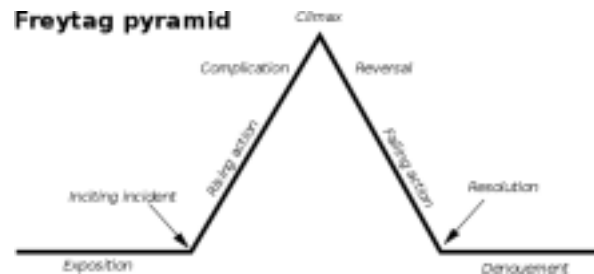
	Staccato Opening in a Tragedy	Staccato Opening in <i>Macbeth</i>
1		
2		

Revised: August, 2021

3		
4		
5		

Shakespeare: The 5 Act Structure

In the 19th-century, Gustav Freytag, a critic of Greek and Shakespearean drama, came up with a 5 act dramatic structure that can be applied to *Macbeth's* plot.



Below, add a one line summary from each scene to define the structure for each act:

Act 1:	
Act 2:	
Act 3:	

Revised: August, 2021

Act 4:	
Act 5:	

Appendix 2:
Unit 1: *Macbeth*

ACT ONE: SCENE ONE

Based upon the Folger's teacher edition

Consider the scene you have been assigned, and make note of how it would appear on stage or in film. Be creative and imaginative. Be prepared to act it out: each one of you play a weird sister and be prepared to offer your insight and interpretation to the following, as well as the sounds of the familiars:

1. Describe the scene -
- 2.. Describe the mood and menacing tone. As a director, how would you present this?
3. How do the witches enter and move?
4. Are they old or young? Male or female? (In Shakespeare's time they would be male, even though female roles were also played by males)
5. How is each witch different? Give each sister an identity. Consider who would play this role on stage or in film.
6. How are they dressed? What are they carrying? (Have they been scavenging on the battlefield?)
7. What actions do they perform as they speak?

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- *Witches were believed to have familiar spirits familiars': demons who helped with their evil work. They sometimes took the form of animals or birds. In this scene two witches respond to the cries of their familiars: Graymalkin' (a grey cat) and Paddock' (a toad). But the third witch does not name his/her familiar, she says only that she'll come at once ("Anon").*

8. Give the third witch a familiar. Describe what it should be. Invent a name for it and incorporate the sound it makes in your performance.

9. Add ONE creative Shakesperian type line into this scene

10. After performing your scene, describe your experience - from reimagining the scenario to rehearsal, from creating additional content to acting out your role.

Appendix 3:

Unit 1: *Macbeth*

Act 3 – Wearing a Director's Hat

- Developed from the Cambridge Press teacher's edition of *Macbeth*

Reread 3.4. Answer the following prompts using details / evidence from the text to assist you.

1. The Ghost of Banquo: seen or unseen?

5 points

Every time the play is produced, the director must decide whether or not to bring on a Ghost that the audience can see. Of all the characters on stage, only Macbeth sees the Ghost. In Shakespeare's time, and in the 18th & 19th centuries, the audience was shown the Ghost, but some modern productions leave the apparition to the audience's imagination.

- Write about the advantages and disadvantages of an invisible Ghost. If you argue for having an actor play the Ghost, what exactly does he look like, what does he wear, and how/where does he move? If you do not have the Ghost on stage, how exactly can the audience tell Macbeth is seeing something? How/where does Macbeth move? Be very detailed.

2. How does Macbeth behave?

5 points

Write notes to advise Macbeth how to deliver each of his speeches in lines 42-62. Think: tone of voice, gestures, body movement, changes in delivery, etc. (Lines 46-7 mean 'if Banquo were here, all the nobility of Scotland would be under one roof').

3. Whispering

3 points

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Much of lines 72-101 (“Are you....murder is”) is an intensely private conversation (even though the startled thanes must be eager to listen to what is being said). No one must hear the incriminating words about the dagger, or Duncan, or murders. Work out how the audience hears the conversation, but the banquet guests would not.

4. Macbeth challenges

4 points

“Prithee, see there! Behold, look, lo” (***)

Macbeth challenges the Ghost to speak, believing Banquo has returned from a charnel-house (storehouse for bones of the dead). Lady Macbeth and the guests only see an empty chair. Write down TWO different and detailed reasons why only Macbeth is the only one able to see the Ghost.

5. Second Appearance

5 points

Work out how the Ghost enters and how exactly he behaves during each of Macbeth’s violent outbursts. Remember he is likely to respond in different ways, so indicate Macbeth’s line(s) & then Banquo’s subsequent actions, movements, gestures, mannerisms, etc. for each one.

6. “What sights, my lord?”

5 points

The guests at the banquet are amazed by Macbeth’s strange behavior. Ross asks the question: “What sights, my lord?” that expresses the guests’ suspicions – what is it that Macbeth is seeing? As a director of the play, advise each man on stage at this moment just how he should behave (and why) as they hear Ross’s question. You should then include Lady Macbeth.

7. “Stand not upon the order of your going”

3 points

Lady Macbeth orders the guests to leave immediately without any thought of precedence or rank (usually the most senior would leave first). Turn back to line 1 of this scene and note the contrast in how she presents herself between then and now.

8. Read 3.5 – Here we are introduced to the witches again.

A) Why is this brief scene included? Is it needed? Why or why not?

3 points

B) Write a direct quotation (cited) that defines this scene.

2 points

9. Read 3.6 – Lennox speaks out of turn and voices his concerns about the recent murders.

Scotland is now under Macbeth’s tyrannical rule. The Lord brings an important message about Macduff that adds to Lennox’s worries.

A) In THREE sentences, and in your own words, provide the information the Lord

Revised: August, 2021

gives to Lennox:

3 points

B) Write one direct quotation (cite) that best defines this scene.

2 points

Appendix 4:
Unit 1: *Macbeth*

Exploration of Character: Final Essay Assignment & Checklist

Compose an essay exploring how/why Macbeth's character changes throughout the play.

- Your thesis will likely answer the following question: what causes Macbeth's downfall and why?

Put a checkmark against each of the following to verify the completion, and then print off your essay and attach your MLA formatted essay to the front of this checklist by _____

_____ Write an introduction that includes all necessary components: overall statement, title of text & playwright (active voice), relevant background information - a quick synopsis of the story (5 journalistic questions), and a thesis statement.

_____ Three well-organized and **corrected** body paragraphs - 250-275 words: A topic sentence - everything in your paragraph is about this subject; 3 brief moments/evidence; each detail is followed by an explanation of technique/style; analysis - how are you proving your thesis? Do NOT storytell nor use figurative language of your own. Keep to answering the prompt, and be consistent! Avoid a systematic approach, but there should be continuity between your points.

_____ ONE **short** quotation or 2-3 separate phrases are properly integrated or introduced and correctly cited. Example - "xxxxxxx / mmmm" (1.4.24-25).

_____ I have paraphrased (an idea/reference that belongs to an author), instead of using just direct quotations. I have also properly cited these.

_____ Write a conclusion that wraps up the essay nicely. What has been learned from what you have provided? What was Shakespeare working on that you have covered in your essay? See template.

_____ **Context** is absolutely necessary. I have avoided phrases like, "in the beginning" and "throughout Act 1," or "In this scene," and I have replaced them with what is actually happening in the moment I am referencing. I have not referred to Macbeth as a character but as a warrior, or tyrant for example. In fact, forget this is a play, and discuss it like a real situation.

_____ I am aware that when referring to the play's content, I should be writing in present tense
Revised: August, 2021

_____ I have checked that I haven't used certain words in a repetitive manner. In fact, I have attempted not to repeat myself at all!

_____ My vocabulary is sophisticated and used with skill. 3 & 4-letter words should be replaced whenever possible. I have included *Frankenstein* vocabulary words too.

_____ Sentence structure is varied and transitions are smooth. Spelling, grammar and mechanics have been given time and attention.

_____ I have not used contractions

_____ I have carefully proofread my work aloud SEVERAL times