

**Bloomfield Public Schools  
Bloomfield, New Jersey 07003**

**Curriculum Guide**

**English 4 – Honors European Literature  
Grade 12**

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**Conforms to the New Jersey Student Learning Standards**

**Board Approved: August 23, 2016**

## ***English 4- Honors European Literature***

(Honors Level 12<sup>th</sup> grade)

**Introduction:** This document is a tool that will provide an overview as to what to teach, when to teach it, and how to assess student progress. As well, with considerations made for altered pacing, modifications, and accommodations; this document is to be utilized for all students enrolled in this course, regardless of ability level, native language, or classification. Teachers can reference the *Differentiation Strategies Supplement* at the end of the document to support lesson design that will meet the needs of a diverse set of learners. It is meant to be a dynamic tool that we, as educators, will revise and modify as it is used during the course of the school year.

**Design:** English 4- Honors European Literature is designed to provide students with a rigorous experience in literature studies. Students in this course will read a variety of literature across a variety of genres primarily centered on traditional European and British Literature beginning with *Beowulf* and moving through the cannon in to more contemporary works such as such as *Angela's Ashes*, by Frank McCourt. This course will take an in-depth exploration into the literary research process and demand that students develop and apply skills of critical analysis in both the written and spoken format. Students in this course will be required to display mastery of the shared skills, products, and assessments for which **all** 12th grade students demonstrate understanding. The *English 4 Honors* curriculum is aligned with both the *New Jersey Student Learning Standards and the Curricular Framework* adopted by the New Jersey Department of Education in May of 2016. The standards demand that English/Language Arts curricula work to promote the selection of increasingly complex texts, a balanced approach to understanding fictional and informational writing, opportunities for research to develop understanding, and the integration of technology into the classroom. This document ensures that all English/Language Arts standards will be met over the duration of the course.

**Format/Mapping/Sequence:** The format in which the curriculum is written follows the parameters of *Understanding by Design*. Each course curriculum document is written as a series of units containing established goals, essential questions, academic vocabulary, and the necessary skills and knowledge a student must attain in a school year. In addition, each document stipulates both required and suggested works, activities, and assessments. Teachers are expected to design lessons that will meet the requirements stipulated in this document; however, they are provided flexibility in how they choose to meet these demands. The English 4 course is designed such that teachers can follow the developmental order of the skills/strategies section while having the flexibility to arrange the thematic topics as desired.

**Pacing:** *English 4: Honors European Literature* contains four units, each 6-8 weeks in length. The time frame was designed to support flexibility in allowing teacher discretion as to which units require additional attention according to student need and development.

**Resources:** In each unit, both electronic and text resources are listed. It is the intention that teachers will be able to access the curriculum document on the district website as well as be able to add to the resources lists periodically throughout the school year. New Jersey Student Learning Standards and the State Curriculum Framework can be referenced at: <http://www.state.nj.us/education/aps/cccs/lal/>

**English 4: Honors European Literature  
Year at a Glance**

**Purpose:** This course is designed to provide students with a rigorous experience in literature studies. Students in this course will read a variety of literature across a variety of genres primarily centered on traditional European and British Literature beginning with *Beowulf* and moving through the cannon in to more contemporary works such as such as *Angela’s Ashes*, by Frank McCourt. This course will take an in-depth exploration into the literary research process and demand that students develop and apply skills of critical analysis in both the written and spoken format. All students will be required to develop a portfolio that displays mastery of those skills.

**Structure:** Honors European Literature contains 4 units based on the study of literature in a chronological format. Each unit contains both mentor test as well as suggested texts and other multi-media formats for use in further investigation. There are designated skills, products, and assessments for which **all** honors students will be required to demonstrate understanding. Students will be expected to utilize and hone their academic strengths in order to prepare for continued critical thinking and/or literary studies at the college level.

<b>European Literature Unit Titles/Anchor Texts</b>	<b>Time Frame Unit Skills</b>
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**← Unit 1- September-October →**

**Unit 1: Anglo-Saxon and Medieval Literature**

Mentor texts:

- “Beowulf” p. 38-60
- “The Seafarer” p. 16-20
- “The Canterbury Tales: The Pardoner’s Tale”
- “The Wife of Bath’s Tale” p. 94-150
- “Sir Gawain and The Green Knight” p. 162-175
- “The Ecclesiastical History of the English People” p. 74-78

Suggested:

- “The Wife’s Lament” p. 25-26
- “The Wanderer” p. 21-24
- “The Knight’s Tale” (film)
- “Le Morte D’Arthur” (text/film)
- “Everyman”

**Writing Workshop**

- Utilize the comma correctly
- Recognize and avoid comma splices
- Utilize the semi-colon correctly

**Story Specific Analysis:**

- Examine the relationship between pagan and Christian ideals in “Beowulf”
- Examine the literary, social, and religious satire in Chaucer’s “The Canterbury Tales”
- Explain the role of the framed narrative in Chaucer’s “The Canterbury Tales”, and other works

**Unit Theme Analysis:**

- Explain how literary elements contribute to meaning and author intention
- Analyze how medieval literature exhibits many tendencies rather than a single set of characteristics
- Note glimpses of the Renaissance in certain works of medieval literature and art
- Explain how Anglo Saxon/Medieval literary and artistic forms reflect the writers’ and artists’ philosophical views.

<p><i>Grendel</i>-John Gardner</p>	<p>Identify the code of chivalry in both Medieval literature and in current modes of cultural discourse Compare works of medieval literature and art, particularly their depiction of character and their focus on the otherworldly.</p>
<p><b>← Unit 2 November- December →</b></p>	
<p><b>Unit 2: Elizabethan Renaissance/Reformation</b> <u>Mentor texts:</u> Shakespeare’s Sonnets (29, 30, 40, 116, 143, 128, 130, 18, 75, 146) pg 252-256 “The Passionate Shepherd to His Love” Christopher Marlowe pg 245 “The Nymph’s Reply to the Shepherd” Sir Walter Raleigh pg 245 “Macbeth” pg 300 <u>Suggested:</u> “Utopia” “Queen’s Speech” Excerpts from the <i>The Faerie Queen</i> <i>Last Judgment</i>, da Vinci’s <i>Virgin and Child</i>, Pontormo’s <i>Deposition</i>, and Bernini’s <i>Ecstasy of Saint Teresa</i>. <i>The Prince</i> by Niccolo Machiavelli</p>	<p><b>Reading:</b> Investigate/Analyze treatment of one work in different formats (book, play, film, audio recording, etc.) Critical Literacy: addressing broad issues to build thinking skills (consider/examine through multiple lenses)  <b>Writing:</b> Expository (objective summaries on any given topic) Acquire and use academic domain specific words and phrases  <b>Speaking/Listening:</b> Seminar Presentations (group)  <b>Research:</b> How technology can help (narrowing inquiry/gathering relevant and appropriate sources and information) Determining format for presentation/publication</p>
<p><b>← Unit 3 January- March →</b></p>	
<p><b>Unit 3: 17th-19th Century</b> <u>Mentor Texts:</u> “Holy Sonnet 7, Holy Sonnet 10”-John Donne p. 422 “To His Coy Mistress”-Andrew Marvell p. 446</p>	<p><b>Writing Workshop.</b> Recognize and correct errors in subject/verb agreement in writing and speaking Recognize and correct errors in pronoun/antecedent agreement in writing and speaking Write and speak using parallel structure  <b>Philosophy of 17th-19th Century Literature:</b></p>

<p>“To the Virgins to Make Much of Time”- Robert Herrick p. 449</p> <p>“Eve’s Apology to Women”-Amelia Lanier p. 482</p> <p>“The Rape of the Lock”-Alexander Pope p.532</p> <p>“Gulliver’s Travels”-Jonathan Swift p.514</p> <p>“The Tyger” and “The Lamb”-William Blake p.640</p> <p>“Frankenstein” (text/film) Mary Shelley p. 650</p> <p>“The World is Too Much with Us”- William Wordsworth p. 675</p> <p>“The Rime of the Ancient Mariner”- Samuel Taylor Coleridge p. 686</p> <p>“Ozymandias”-Percy Bysshe Shelley p.732</p> <p>“Ode on a Grecian Urn”-John Keats p. 784</p> <p>“A Vindication of the Rights of Woman”- Mary Wollstonecraft p.784</p> <p><u>Suggested:</u></p> <p>“Paradise Lost”-(excerpts) John Milton</p> <p>“Don Quixote”-(excerpts) Miguel de Cervantes</p> <p>“To Daffodils”-Robert Herrick</p> <p>“An Essay Concerning Human Understanding”-John Locke</p> <p>“A Journal of the Plague Year”-Daniel Defoe p.503</p> <p>“Elegy Written in a Country Churchyard”- Thomas Gray p. 570</p>	<p>Read literary and philosophical works from the seventeenth century with attention to questions of reason and emotion.</p> <p>Analyze two philosophical works of the seventeenth century for their treatment of an idea related to human reason.</p> <p>Write literary and philosophical analyses with a focus on clarity and precision of expression.</p> <p>Explore and analyze some of the philosophical ideas in the literary texts—questions of free will, fate, human conflict, and loss.</p> <p>Participate in a seminar discussion in which a philosophical question is explored in relation to a specific text</p> <p><b>Characteristics of the Time Period:</b></p> <p>Explain the idea of reading literature as a quest—for truth, for beauty, and for understanding</p> <p>Explain the use of satire as a technique to reveal authorial intent</p> <p>Explain how literary elements contribute to meaning and author intention</p> <p>Observe narrative digressions, idiosyncrasies, exaggerations, and biases</p> <p>Consider the dual role of the narrator as a character and as a storyteller</p> <p>Consider the role of the supernatural in the literary works read in this unit</p> <p>Consider both the common tendencies of works of this period and the contradictions, exceptions, and outliers</p> <p><b>Era Specific Analysis:</b></p> <p>Conduct research, online and in libraries, on a particular 17th century author, work, or idea</p> <p>Consider the relationship between art and nature in these works of the 17th and 18th century</p> <p>Analyze the relationship between reason and emotion as illustrated in literature of the 17th century</p> <p>Analyze how 18th and 19th Century literature exhibits many tendencies rather than a single set of characteristics</p> <p>Read fiction, drama, poetry, biography, and autobiography from the 18th and early 19th centuries</p> <p>Consider how the poetry of the 19th century reflects both on the human psyche and on the state of civilization</p>
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<p>“Letter on Light and Color”-Isacc Newton p. 565  “The Chimney Sweeper”-William Blake  “Infant Sorrow”- William Blake p.643  “Lines Composed a Few Miles Above Tintern Abbey”-William Wordsworth p.666  “Kubla Khan”-Samuel Taylor Coleridge p.710  “My Last Duchess”-Robert Browning p.836  “Reveries of a Solitary Walker”-  (excerpts) Jean Jacques Rousseau  “The Origin of Species”-(excerpts)  Charles Darwin  <i>The Time Machine</i>-H.G. Wells  <i>The War of the Worlds</i>-H.G. Wells</p>	<p>Explain how the works of the 19th century show signs of early modernism  Identify elements of romanticism and gothic romanticism in works of 19th century literature</p> <p><b>Overall Unit Analysis:</b>  Explain the tension between art for art’s sake and art as a response to social and cultural conflict, as expressed in the works of this unit  Consider the difference between natural and forced language, as demonstrated by two works in this unit  Closely analyze a key passage from a novel and comment on how it illuminates the work as whole  Contrast two works by a single author.  Contrast the moral conflicts of characters in two works of this unit  Analyze how the forms of the poems in this unit contribute to their meanings</p>
<p>← <b>Unit 4- April-June</b> →</p>	
<p><b>Unit 4:</b> 20<sup>th</sup> Century  <u>Mentor texts:</u>  “The Second Coming” W. B. Yeats p.971  “Preludes” p. 982, “Journey of the Magi”  p. 984, “The Hollow Men” p. 989 T.S.  Eliot  “Anthem for Doomed Youth” p. 1053  Wilfred Owen  “Araby” p. 1147 James Joyce  “Do Not Go Gentle into That Good  Night” p.1206 Dylan Thomas  “Not Waving but Drowning” p. 1232  Stevie Smith  Novels/Memoirs:  <i>Animal Farm</i> by George Orwell</p>	<p><b>Reading:</b>  Critical integration of similar themes present in various sources.  Metacognitive process-demonstrate the thinking that should occur to construct meaning from the text (think alouds)</p> <p><b>Writing:</b>  Examination of various non-fiction writing forms and styles  Writing Workshop-transitions, strong topic sentence development</p> <p><b>Speaking/Listening:</b>  Public Speaking  Student facilitated Seminar</p> <p><b>Research:</b>  Identification/elimination of bias  Producing/publishing/updating Portfolio Submissions</p>

<p><i>Lord of the Flies</i> by William Golding <i>Anthem</i> by Ayn Rand <i>Angela's Ashes</i> by Frank McCourt Suggested: <i>The Hobbit</i> by J.R.R. Tolkien <i>The Dark Tower</i> by Stephen King (Graphic Novel) <i>Maus</i> by Art Spiegelman (Graphic Novel) <i>Lord of the Rings</i> (novel excerpts and film) <i>1984</i> by George Orwell</p>	
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<b>Title of Unit</b>	Unit 1: European Literature: Anglo-Saxon and Medieval Literature	<b>Grade Level/Course</b>	<b>English 4 - British Literature Honors</b>
<b>Curriculum Area</b>	English / Language Arts	<b>Time Frame</b>	6-8 weeks
<b>Standards</b>			
<p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.</p> <p>RL.11--12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RI.11--12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RL.11-12.7. 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. (e.g., Shakespeare and other authors.)</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce</p> <p>W.11--12.3.A-E. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well- structured event sequences.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11--12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</p> <p>SL.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.</p> <p>SL.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.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			



L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening

L.11--12.3. 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.

### Objectives

1. Apply knowledge of language to understand how language functions in different context.
2. Evaluate material and respond verbally and in writing.
3. Be fluent in analyzing intended messages through various format.
4. Understand the difference between analysis and summary.
5. Use technology to produce documents.
6. Maintain positive collaboration with peers while responding to diverse perspectives and justifying viewpoints.
7. Produce clear and coherent writing while using transitions to strengthen and connect ideas.
8. Engage in productive evidence based discussions supported with citations.
9. Demonstrate command of the conventions of standard English grammar and usage.

### Model/Anchor Text(s)

“Beowulf” p. 38-60  
 “The Seafarer” p. 16-20  
 “The Canterbury Tales: The Pardoner’s Tale”  
 “The Wife of Bath’s Tale” p. 94-150  
 “Sir Gawain and The Green Knight” p. 162-175  
 “The Ecclesiastical History of the English People” p. 74-78

### Suggested Text(s) for Independent Practice/Transfer

“The Wife’s Lament” p. 25-26  
 “The Wanderer” p. 21-24  
 “The Knight’s Tale” (film)  
 “Le Morte D’Arthur” (text/film)  
 “Everyman”  
*Grendel*-John Gardner

### Academic Vocabulary

Allegory  
 Farce  
 Satire  
 Foil  
 Pagan

### Essential Questions

How do the standards of grammar change over time?  
 How are the values of a culture reflected in the form and content of its literature?

### Themes

Pagan/Christian Ideals  
 Satire  
 Chivalry

How does this literature continue to inform our sense of identity?	
<b>Assessment(s)</b>	
<ol style="list-style-type: none"> <li>1. Class Participation/Preparedness/Completed Work</li> <li>2. Peer Editing</li> <li>3. Socratic Seminar</li> <li>4. Process writing</li> <li>5. Personal Editing</li> <li>6. Group Collaboration</li> <li>7. Investigation Inquiry/Research</li> <li>8. Expository Writing</li> </ol>	
<b>Skills / Strategies</b>	<b>Activities/Tasks</b>
<p><b>Writing Workshop</b> Utilize the comma correctly Recognize and avoid comma splices Utilize the semi-colon correctly</p> <p><b>Story Specific Analysis:</b> Examine the relationship between pagan and Christian ideals in “Beowulf” Examine the literary, social, and religious satire in Chaucer’s “The Canterbury Tales” Explain the role of the framed narrative in Chaucer’s “The Canterbury Tales”, and other works</p> <p><b>Unit Theme Analysis:</b> Explain how literary elements contribute to meaning and author intention Analyze how medieval literature exhibits many tendencies rather than a single set of characteristics Note glimpses of the Renaissance in certain works of medieval literature and art</p>	<ul style="list-style-type: none"> <li>• Process writing in areas of narrative, explanatory, and argument to compile a portfolio.</li> <li>• Direct Instruction and Application: After each concept is taught, complete corresponding handouts from required text.</li> <li>• Essay: In given writing assignment, exhibit particular concepts of grammar (decided by teacher) to demonstrate and reinforce understanding.</li> <li>• Seminar: How do concepts and conventions in grammar change over time? Students will read Wall Street Journal article. Then, teacher will present examples of early century writing from the Anglo-Saxon and/or Medieval Period in comparing and contrasting to contemporary writing.</li> <li>• Seminar: Compare and contrast Sir Gawain and the Green Knight with "The Knight’s Tale” or The Death of Arthur. What are the qualities of the ideal knight? Do they differ at all? Use textual evidence from both texts to support an original, concise thesis</li> </ul>

Explain how Anglo Saxon/Medieval literary and artistic forms reflect the writers' and artists' philosophical views.  
Identify the code of chivalry in both Medieval literature and in current modes of cultural discourse  
Compare works of medieval literature and art, particularly their depiction of character and their focus on the otherworldly.

- Select one of the poems from this unit and recite it from memory. Include an introduction that states: What the excerpt is from? Who wrote it? Why does it exemplify the medieval period?
- Seminar: Compare and contrast the ways in which the epic commemorates Beowulf with the way our culture celebrates its heroes.
- Seminar: Choose one of the Canterbury Tales. Explain how the main character shows his or her personality through narration. How do fabliaux reveal the point of view of the character? Use textual evidence to support an original, concise thesis statement.
- Writing: Answer essential question #2: Use primary and secondary sources from this unit or outside of the unit to support an original thesis statement to answer the question. Cite at least three sources. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, original thinking, the anticipation and addressing of questions or counterclaims, and the proper citation of sources.

### Additional Resources

*They Say, I Say: The Moves that Matter in Academic Writing*, Graff, Birkenstein, and Durst

Taking Lecture and Class Notes (<http://www.dartmouth.edu/~acskills/success/notes.html>)

Analyzing Language Structure, Choices, and Conventions (<http://www.readwritethink.org/classroom-resources/lesson-plans/language-power-handmaid-tale-1161.html>)

Improving Student Writing Through Critical Thinking (<http://www.readwritethink.org/classroom-resources/lesson-plans/draft-letters-improving-student-902.html>)

Purdue Online Writing Lab (<https://owl.english.purdue.edu/owl/>)

<b>Title of Unit</b>	Unit 2: European Literature: Elizabethan Renaissance/Reformation	<b>Grade Level/Course</b>	<b>English 4 - British Literature Honors</b>
<b>Curriculum Area</b>	English /Language Arts	<b>Time Frame</b>	6-8 weeks
<b>Standards</b>			
<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>			
<b>Objectives</b>			
<ol style="list-style-type: none"> <li>1. Explore a variety of works in all genres.</li> <li>2. Write in different modes demonstrating scaffolded levels of understanding.</li> <li>3. Be fluent in analyzing intended messages through various formats</li> <li>4. Identify common themes and perspectives</li> <li>5. Understand the effects of technology</li> <li>6. Analyze the effect of various literary techniques (i.e. irony, imagery, etc.)</li> <li>7. Produce sound expository writings.</li> <li>8. Produce clear and coherent writing while using transitions to strengthen and connect ideas</li> <li>9. Demonstrate command of the conventions of standard English grammar and usage.</li> <li>10. Explain individual perspective through seminar.</li> <li>11. Identify dangling modifiers to correctly use strong participial phrases.</li> </ol>			

Model/Anchor Text(s)		Suggested Text(s) for Independent Practice/Transfer
<p><b>Prentice Hall Literature: <i>Timeless Voices, Timeless Themes-The British Tradition.</i></b> (Below are model selections from this anthology.)</p> <p>Shakespeare's Sonnets (29, 30, 40, 116, 143, 128, 130, 18, 75, 146) pg. 252-256          "The Passionate Shepherd to His Love" Christopher Marlowe pg. 245          "The Nymph's Reply to the Shepherd" Sir Walter Raleigh pg. 245          "Macbeth" pg. 300</p>		<p>-"Utopia"          -"Queen's Speech"          -Excerpts from <i>The Faerie Queen</i>          -<i>Last Judgment</i>, da Vinci's <i>Virgin and Child</i>, Pontormo's <i>Deposition</i>, and Bernini's <i>Ecstasy of Saint Teresa</i>.          -<i>The Prince</i> by Niccolo Machiavelli</p>
Academic Vocabulary		
<p>Allusion          Symmetry          Divine Proportion          Satire          Beauty          Catholicism          Protestantism</p>	<p>Renaissance          Reformation          Heresy          Dissent          Comedy          Tragedy          Aside</p>	<p>Soliloquy          Sonnet          Rhymed Couplet          Iambic Pentameter          Rhyme Scheme          Participial Phrases          Dangling Modifiers</p>
Essential Questions		Themes
<p>How are the values of a culture reflected in the form and content of its literature?          How does Renaissance literature break with and build on the literature of the Middle Ages?          How does identifying and taking careful consideration of one's audience help the writer at every stage of the development of a good work?</p>		<p>Power          Fate vs Self Fulfilled Prophecy          Religion          Morality          Love          Beauty</p>

## Assessment(s)

1. Essay/research activity
2. Reading check quiz
3. Classwork/Class Participation
4. Power Point Presentation
5. Unit test
6. Socratic seminar
7. Double Entry Journal
8. Independent and class reading with handouts
9. Lecture notes

### Skills / Strategies

**Reading:** Investigate/Analyze treatment of one work in different formats (book, play, film, audio recording, etc.)

Critical Literacy: addressing broad issues to build thinking skills (consider/examine through multiple lenses)

**Writing:**

Expository (objective summaries on any given topic)

Acquire and use academic domain specific words and phrases

**Speaking/Listening:**

Seminar

Presentations (group)

**Research:**

How technology can help (narrowing inquiry/gathering relevant and appropriate sources and information)

Determining format for presentation/publication

### Activities/Tasks

- Seminar: Using literary works as textual evidence, do one of the following: (a) compare two Renaissance literary works, with attention to symmetry and form; (b) compare a Renaissance literary work with a medieval literary work, with attention to depiction of character; or (c) relate a literary work to a philosophical work. Include at least one critical source and one reference to a literary work to support an original, concise thesis statement.
- Writing: Using texts from this unit as well as additional sources, explain how literature from the Renaissance breaks with or builds on ideas derived from the Middle Ages. Cite specific textual evidence to support an original, concise thesis statement to answer the essential question. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, original thinking, the anticipation and addressing of

	questions or counterclaims, and the proper citation of sources
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<b>Additional Resources</b>	
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*They Say, I Say: The Moves that Matter in Academic Writing*, Graff, Birkenstein, and Durst

Taking Lecture and Class Notes (<http://www.dartmouth.edu/~acskills/success/notes.html>)

Analyzing Language Structure, Choices, and Conventions (<http://www.readwritethink.org/classroom-resources/lesson-plans/language-power-handmaid-tale-1161.html>)

Improving Student Writing Through Critical Thinking (<http://www.readwritethink.org/classroom-resources/lesson-plans/draft-letters-improving-student-902.html>)

Purdue Online Writing Lab (<https://owl.english.purdue.edu/owl/>)

<b>Title of Unit</b>	Unit 3: European Literature: 17th-19th Century	<b>Grade Level/Course</b>	<b>English 4 - British Literature Honors</b>
<b>Curriculum Area</b>	English / Language Arts	<b>Time Frame</b>	6-8 weeks
<b>Standards</b>			
<p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 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).</p> <p>L.12.4. Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 12 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult 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 or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>			
<b>Objectives</b>			
<ol style="list-style-type: none"> <li>1. Explore a variety of works in all genres.</li> <li>2. Write in different modes demonstrating scaffolded levels of understanding.</li> <li>3. Be fluent in analyzing intended messages through various formats</li> </ol>			



4. Identify common themes and perspectives
5. Understanding the effects of technology
6. Recognize the difference between objective and subjective
7. Write formal arguments with counterclaims
8. Produce clear and coherent writing while using transitions to strengthen and connect ideas.
9. Demonstrate command of the conventions of standard English grammar and usage.

<b>Model/Anchor Text(s)</b>		<b>Suggested Text(s) for Independent Practice/Transfer</b>
<p>“Holy Sonnet 7, Holy Sonnet 10”-John Donne p. 422            “To His Coy Mistress”-Andrew Marvell p. 446            “To the Virgins to Make Much of Time”-Robert Herrick p. 449            “Eve’s Apology to Women”-Amelia Lanier p. 482            “The Rape of the Lock”-Alexander Pope p.532            “Gulliver’s Travels”-Jonathan Swift p.514            “The Tyger” and “The Lamb”-William Blake p.640            “Frankenstein” (text/film) Mary Shelley p. 650            “The World is Too Much with Us”-William Wordsworth p. 675            “The Rime of the Ancient Mariner”-Samuel Taylor Coleridge p. 686            “Ozymandias”-Percy Bysshe Shelley p.732            “Ode on a Grecian Urn”-John Keats p. 784            “A Vindication of the Rights of Woman”-Mary Wollstonecraft p.784</p>		<p>“Paradise Lost”-(excerpts) John Milton            “Don Quixote”-(excerpts) Miguel de Cervantes            “To Daffodils”-Robert Herrick            “An Essay Concerning Human Understanding”-John Locke            “A Journal of the Plague Year”-Daniel Defoe p.503            “Elegy Written in a Country Churchyard”-Thomas Gray p. 570            “Letter on Light and Color”-Isacc Newton p. 565            “The Chimney Sweeper”-William Blake            “Infant Sorrow”- William Blake p.643            “Lines Composed a Few Miles Above Tintern Abbey”-William Wordsworth p.666            “Kubla Khan”-Samuel Taylor Coleridge p.710            “My Last Duchess”-Robert Browning p.836            “Reveries of a Solitary Walker”-(excerpts) Jean Jacques Rousseau            “The Origin of Species”-(excerpts) Charles Darwin  <i>The Time Machine</i>-H.G. Wells  <i>The War of the Worlds</i>-H.G. Wells</p>
<b>Academic Vocabulary</b>		
Feudal Class society Allusion Symmetry (divine proportion) 17th Century ideals	Class system Satire Religious ideas 18th Century ideals Irrationality	Paradox Novel Discursive practices Audience Aesthetics

Essential Questions	Themes
<p>How are the values of a culture reflected in the form and content of its Literature?</p> <p>How does 17th Century literature break with and build on the literature of the Renaissance?</p> <p>How does identifying and taking careful consideration of one's audience help the writer at every stage of the development of a good work?</p> <p>How does this literature continue to inform our sense of identity?</p> <p>What role does nature play in 18th and early 19th century literature?</p>	<p>Irrationality</p> <p>Paradox</p> <p>Truth/Beauty</p> <p>Supernatural</p> <p>Gothicism</p> <p>Reason and emotion</p>
Assessment(s)	
<ol style="list-style-type: none"> <li>1. Class Participation/Preparedness/Completed Work</li> <li>2. Peer Editing</li> <li>3. Investigation Inquiry/Research</li> <li>4. Portfolio -Content Artifacts and Defense</li> <li>5. Expository Writing</li> <li>6. Socratic Seminar</li> <li>7. Process writing</li> <li>8. Personal Editing</li> <li>9. Group Collaboration</li> <li>10. Completed Handouts</li> </ol>	
Skills / Strategies	Activities/Tasks
<p><b>Writing Workshop.</b></p> <p>Recognize and correct errors in subject/verb agreement in writing and speaking</p> <p>Recognize and correct errors in pronoun/antecedent agreement in writing and speaking</p> <p>Write and speak using parallel structure</p> <p><b>Philosophy of 17th-19th Century Literature:</b></p>	<ul style="list-style-type: none"> <li>• Seminar: Using literary works as textual evidence of one of the following: (a) compare two 17th Century literary works, with attention to symmetry and form; (b) compare a 17th Century literary work with a Renaissance work, with attention to depiction of character; or (c) relate a literary work to a philosophical work. Include at least one critical source and one reference to a literary work to</li> </ul>

Read literary and philosophical works from the seventeenth century with attention to questions of reason and emotion. Analyze two philosophical works of the seventeenth century for their treatment of an idea related to human reason. Write literary and philosophical analyses with a focus on clarity and precision of expression. Explore and analyze some of the philosophical ideas in the literary texts—questions of free will, fate, human conflict, and loss. Participate in a seminar discussion in which a philosophical question is explored in relation to a specific text

**Characteristics of the Time Period:**

Explain the idea of reading literature as a quest—for truth, for beauty, and for understanding  
Explain the use of satire as a technique to reveal authorial intent  
Explain how literary elements contribute to meaning and author intention  
Observe narrative digressions, idiosyncrasies, exaggerations, and biases  
Consider the dual role of the narrator as a character and as a storyteller  
Consider the role of the supernatural in the literary works read in this unit  
Consider both the common tendencies of works of this period and the contradictions, exceptions, and outliers

**Era Specific Analysis:**

Conduct research, online and in libraries, on a particular 17th century author, work, or idea  
Consider the relationship between art and nature in these works of the 17th and 18th century  
Analyze the relationship between reason and emotion as

support an original, concise thesis statement. (RL.11-12.4, W.11-12.7 )

- Writing: Using texts from this unit as well as additional sources, explain how literature from the Renaissance breaks with or builds on ideas derived from the Middle Ages. Cite specific textual evidence to support an original, concise thesis statement to answer the essential question. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, original thinking, the anticipation and addressing of questions or counterclaims, and the proper citation of sources
- Reading Poetry, Informative Writing
- Seminar: Analyze “To Daffodils,” “To the Virgins, to Make Much of Time,” and “To His Coy Mistress.” Compare the message and intention of each. Do these poems appeal to human emotion or human logic to convey their ideas? Use textual evidence from two or more poems to write a comparative essay. Be sure your thesis is specific, concise, and original. Students consider how certain works express tension or conflict between emotion and reason while others present reason and emotion as complementary and interdependent. They write a critical essay exploring an aspect of the conflict between reason and emotion.
- Using multiple texts from this unit and additional sources, discuss how writers of the seventeenth century regard the relationship between reason and emotion. Include an original, concise thesis statement that directly answers the essential question.

illustrated in literature of the 17th century  
Analyze how 18th and 19th Century literature exhibits many tendencies rather than a single set of characteristics  
Read fiction, drama, poetry, biography, and autobiography from the 18th and early 19th centuries  
Consider how the poetry of the 19th century reflects both on the human psyche and on the state of civilization  
Explain how the works of the 19th century show signs of early modernism  
Identify elements of romanticism and gothic romanticism in works of 19th century literature

**Overall Unit Analysis:**

Explain the tension between art for art's sake and art as a response to social and cultural conflict, as expressed in the works of this unit  
Consider the difference between natural and forced language, as demonstrated by two works in this unit  
Closely analyze a key passage from a novel and comment on how it illuminates the work as whole  
Contrast two works by a single author.  
Contrast the moral conflicts of characters in two works of this unit  
Analyze how the forms of the poems in this unit contribute to their meanings

- Seminar/Writing: What point of view is revealed by Swift's allegory in Gulliver's Travels? How does his allegory satirize human behavior and human history? Are Swift's views reflective of the beliefs of his day? Use textual evidence to support an original, concise thesis statement.
- Writing: Read two of the required poems and answer the following question: What values and concerns do they share? Cite specific evidence from both texts to support an original, concise thesis statement.

**Additional Resources**

Girl with a Pearl Earring, Johannes Vermeer  
<http://www.ibiblio.org/wm/paint/auth/vermeer/i/earring.jpg>  
"King Lear", "The Merchant of Venice", William Shakespeare  
[http://absoluteshakespeare.com/plays/king\\_lear/a3s6.htm](http://absoluteshakespeare.com/plays/king_lear/a3s6.htm)  
[http://absoluteshakespeare.com/plays/merchant\\_of\\_venice/dramatis\\_personae.htm](http://absoluteshakespeare.com/plays/merchant_of_venice/dramatis_personae.htm)  
"Don Quixote", Miguel de Cervantes  
[http://www.online-literature.com/cervantes/don\\_quixote/](http://www.online-literature.com/cervantes/don_quixote/)

“To Daffodils”, Robert Herrick

<http://www.luminarium.org/sevenlit/herrick/daffodils.htm>

“Leviathan”, Thomas Hobbes

Man of La Mancha – 1996, (film excerpt/musical), Dan Wasserman

*They Say, I Say: The Moves that Matter in Academic Writing*, Graff, Birkenstein, and Durst

Taking Lecture and Class Notes (<http://www.dartmouth.edu/~acskills/success/notes.html>)

Analyzing Language Structure, Choices, and Conventions (<http://www.readwritethink.org/classroom-resources/lesson-plans/language-power-handmaid-tale-1161.html>)

Improving Student Writing Through Critical Thinking (<http://www.readwritethink.org/classroom-resources/lesson-plans/draft-letters-improving-student-902.html>)

Purdue Online Writing Lab (<https://owl.english.purdue.edu/owl/>)

<b>Title of Unit</b>	Unit 4: European Literature: 20 <sup>th</sup> Century	<b>Grade Level/Course</b>	<b>English 4 - British Literature Honors</b>
<b>Curriculum Area</b>	English /Language Arts	<b>Time Frame</b>	6 to 8 weeks
<b>Standards</b>			
<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>W.11-12.1.A Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p>			

## Objectives

1. Explore a variety of works in all genres.
2. Understand the historical context and its effect in readings.
3. Analyze the purpose and significance of dystopian literature.
4. Write in different modes demonstrating scaffolded levels of understanding.
5. Be fluent in analyzing intended messages through various formats
6. Identify common themes and perspectives
7. Understanding the effects of technology
8. Recognize the difference between summary and analysis.
9. Write formal arguments with counterclaims
10. Produce clear and coherent writing while using transitions to strengthen and connect ideas.
11. Demonstrate command of the conventions of standard English grammar and usage.
12. Understand a non-fiction author's purpose, voice, and tone.
13. Use the MLA format correctly to cite text to support argument/analysis.

### Model/Anchor Text(s)

**Prentice Hall Literature: *Timeless Voices, Timeless Themes-The British Tradition*. (Below are model selections from this anthology.)**

“The Second Coming” W. B. Yeats p.971

“Preludes” p. 982, “Journey of the Magi” p. 984, “The Hollow Men” p. 989 T.S. Eliot

“Anthem for Doomed Youth” p. 1053 Wilfred Owen

“Araby” p. 1147 James Joyce

“Do Not Go Gentle into That Good Night” p.1206 Dylan Thomas

“Not Waving but Drowning” p. 1232 Stevie Smith

#### **Novels/Memoirs:**

*Animal Farm* by George Orwell

*Lord of the Flies* by William Golding

*Anthem* by Ayn Rand

*Angela's Ashes* by Frank McCourt

### Suggested Text(s) for Independent Practice/Transfer

*The Hobbit* by J.R.R. Tolkien

*The Dark Tower* by Stephen King (Graphic Novel)

*Maus* by Art Spiegelman (Graphic Novel)

*Lord of the Rings* (novel excerpts and film)

*1984* by George Orwell

<b>Academic Vocabulary</b>	
Modernism Mythic Cycle Dystopia Satire Allegory Symbolism Tone Voice	Imagery Diction Colloquialism Memoir Autobiography Essay MLA
<b>Essential Questions</b>	<b>Themes</b>
How are the values of a culture reflected in the form and content of its literature? How does 20 <sup>th</sup> Century literature reflect and challenge the power relations between the individual and modern society? How might the 20 <sup>th</sup> Century be regarded as the Age of Anxiety? How do a memoir and autobiography differ? What are possible events or time periods that memoir authors choose to recount? How does the idea of “voice” establish tone in a given memoir?	Social Values Anarchy Oppression Alienation Totalitarianism Power Propaganda Good vs Evil Greed Exploitation Perseverance Family
<b>Assessment(s)</b>	
<ol style="list-style-type: none"> <li>1. Essay/research activity</li> <li>2. Reading check quiz</li> <li>3. Classwork/Class Participation</li> <li>4. Power Point Presentation</li> <li>5. Unit test</li> <li>6. Socratic seminar</li> <li>7. Double Entry Journal</li> <li>8. Independent and class reading with handouts</li> <li>9. Lecture notes</li> </ol>	



Skills / Strategies	Activities/Tasks
<p><b>Reading:</b> Critical integration of similar themes present in various sources. Metacognitive process-demonstrate the thinking that should occur to construct meaning from the text (think alouds)</p> <p><b>Writing:</b> Examination of various non-fiction writing forms and styles Writing Workshop-transitions, strong topic sentence development</p> <p><b>Speaking/Listening:</b> Public Speaking Student facilitated Seminar</p> <p><b>Research:</b> Identification/elimination of bias Producing/publishing/updating Portfolio Submissions</p>	<ul style="list-style-type: none"> <li>• <b>Writing:</b> Using specific evidence from various sources studied in this unit, write a research paper that answers the essential question: How does 20<sup>th</sup> Century literature reflect and challenge the power relations between the individual and modern society? Include an original, concise thesis statement to answer this essential question.</li> <li>• <b>Seminar:</b> Compare the outcasts in two dystopian works in this unit, <i>Anthem</i> and <i>Brave New World</i>. How are their struggles different? How are they similar? Write an essay that uses specific textual evidence to support an original, concise thesis statement.</li> <li>• <b>Seminar:</b> What social values are discarded in the following works: <i>Brave New World</i>, <i>Animal Farm</i> or <i>Lord of the Flies</i>? Write an essay that uses specific textual evidence to support an original, concise thesis statement.</li> <li>• <b>Memoir:</b> After covering the first five chapters of <i>Angela's Ashes</i>, students will be able to determine the unique use of "voice" by Frank McCourt. Students will determine an event or experience they wish to recount anywhere from their earliest childhood memory to the present time. Students can choose to imitate Frank McCourt's use of a present voice (voice reflecting his age at the time of event, thus, leaving insights/observations limited to his understanding of the event at that time) or an adult voice (voice that indicates the author looking back, thus, leaving insights/observations reflective of how the event is viewed and understood now.) Both voices should be sufficiently heard in order to achieve a clear tone in regards to this event.</li> </ul>

### Additional Resources

*They Say, I Say: The Moves that Matter in Academic Writing*, Graff, Birkenstein, and Durst

Taking Lecture and Class Notes (<http://www.dartmouth.edu/~acskills/success/notes.html>)

Analyzing Language Structure, Choices, and Conventions (<http://www.readwritethink.org/classroom-resources/lesson-plans/language-power-handmaid-tale-1161.html>)

Improving Student Writing Through Critical Thinking (<http://www.readwritethink.org/classroom-resources/lesson-plans/draft-letters-improving-student-902.html>)

Purdue Online Writing Lab (<https://owl.english.purdue.edu/owl/>)

## Bloomfield Public Schools Office of Instruction and Assessment

### Differentiation Strategies Supplement

*Bloomfield Public Schools, a diverse school system, provides learning opportunities to all its students through differentiating instruction in the general classroom as well as providing programs and services to students with specific needs. This supplement provides teachers a variety of differentiation strategies to meet the needs of every student, and is to be used as part of the lesson/unit planning process as needed in order for all students enrolled in this course, regardless of ability level, native language, or classification to meet the curriculum requirements.*

#### **Students Below Target:**

- ★ Choice boards
- ★ Tic-Tac-Toe
- ★ Learning Buddies
- ★ Varied Rubrics
- ★ Mentorships
- ★ Tiered Products/Activities (Utilizing appropriate level Bloom's)
- ★ Structured Teaching- Step 1: I do it, Step 2: We do it, Step 3: You do it (paired)
- ★ Small Group Instruction

- ★ Paired/Group activity
- ★ Guided Practice
- ★ Role play
- ★ QAR
- ★ RAFT (Role, Audience, Format, Topic writing activity)
- ★ Cooperative Learning (Jigsaw, Wall Walks, Frayer Model)
- ★ Visual Cues found on worksheets
- ★ Chunking grouping of materials
- ★ Advance notice of assignments
- ★ Study skill and strategies training
- ★ Guided organizational skills
- ★ Test modifications/ time extensions
- ★ Pre-test to assess readiness and background knowledge
- ★ Use compacting strategy to account for prior student mastery of objectives
- ★ Provide grouping by difficulty level, with varying levels of support (Tiering)
- ★ Provide different demonstrations or models
- ★ Offer choice of response (verbal, using numerical representations, creating a diagram)

### **Students Meeting or Exceeding Target:**

- ★ Choice Boards
- ★ Independent Study
- ★ Interest-based Mini-lessons
- ★ Wall Walks
- ★ RAFT (Role, Audience, Format, Topic writing activity)
- ★ Skill Based mini lessons
- ★ Structured Teaching- Step 1: I do it, Step 2: We do it, Step 3: You do it (paired)
- ★ Tiered Products/Activities (Utilizing Higher level Bloom's)
- ★ Choice menus
- ★ Role Play
- ★ SQ3R
- ★ Cooperative Learning

### **Reading:**

- ★ Encourage, but do not force, oral reading.
- ★ Teach multiple meanings of words.
- ★ Read material to student and ask questions.
- ★ Use oral and written questioning to check comprehension.
- ★ Direct questioning to elicit information of a factual and inferential nature

- ★ Pre-teach vocabulary
- ★ Clearly define limits and expectations
- ★ Employ small group instruction.
- ★ Provide active rather than passive learning experiences
- ★ Correlate reading vocabulary with content area
- ★ Use a tape recorder when auditory drill and reinforcement is required.
- ★ Use choral reading.
- ★ Allow additional 'wait' time
- ★ Provide independent reading materials at the independent reading level
- ★ Allow additional time for reading assignments
- ★ Instructions/directions given in different formats (written, spoken, demonstration)
- ★ Teach rules of phonics
- ★ Teach syllabication rules
- ★ Utilize a multisensory approach
- ★ Provide a box or line to the left of each direction or step, for check-off as completed
- ★ Highlight, bold or underline the verbs in directions

### **Writing:**

- ★ Allow student to write paragraphs using vocabulary lists (word bank) to prevent inhibition caused by poor spelling.
- ★ Arrange a series of pictures in correct sequence and develop a written passage describing them.
- ★ Permit student to organize and dictate thoughts into tape recorder before writing
- ★ Teach outlining skills
- ★ Write key words on the chalkboard to enable student to organize sentences and paragraphs.
- ★ Provide series of questions to organize thoughts into a well-constructed paragraph or report.
- ★ Teach student how to ask and respond to who, why, what, where, when and how questions.
- ★ Use computer where appropriate
- ★ Use visual/auditory stimuli to stimulate creative writing ideas.
- ★ Allow student to work at own pace and avoid time pressure situations.
- ★ Discuss content of assignment with a partner prior to writing

### **Social Studies:**

- ★ Assign another student to take notes for this student
- ★ Supplement auditory materials with visual aids.
- ★ Question student to ensure that what has been presented is understood.
- ★ Convey information via pictures, maps, charts, films, diagrams, etc.
- ★ Use graphic organizers
- ★ Emphasize creative hands-on projects.

- ★ Vary test items to include true/false, matching, multiple-choice and essay questions.
- ★ Relate the curriculum to real-life situations.
- ★ Provide a review sheet for tests.
- ★ Provide structure and interim due dates for long-range assignments (tests and reports).
- ★ Provide pre-typed notes for students (notes, powerpoint...)

### **Science:**

- ★ Use of Skills-based mini-lessons
- ★ Provide use of choice boards
- ★ Establish learning buddies
- ★ Provide small group instruction
- ★ Provide a variety of rubrics
- ★ Provide multiple examples
- ★ Provide multiple media and formats
- ★ Offer choice of access (text, digital, audio)
- ★ Provide multiple levels of texts, representing a range of difficulty levels
- ★ Offer choice of response methods (written, scribed, recorded)
- ★ Offer choice of learning contexts (independent, with a partner)
- ★ Group students flexibly by shared interest, topic, or ability
- ★ Use graphic organizers designed to match the flow of ideas
- ★ Use Tic-Tac-Toe strategy

### **Math:**

- ★ Pretest students to assess key pre-skills and background knowledge
- ★ Use compacting strategy to account for prior student mastery of objectives
- ★ Provide grouping by difficulty level, with varying levels of support (Tiering)
- ★ Provide different demonstrations or models
- ★ Offer choice of response (verbal, using numerical representations, creating a diagram)
- ★ Use story mapping for understanding of word problems
- ★ Provide practice in measuring with varied units
- ★ Work on decimals, fractions, and percents in real-life situations using newspaper ads, catalogs and checkbooks.
- ★ Use computer software to review and reinforce skills taught
- ★ Assign homework targeted to student need at key points
- ★ Use multiple modes of teacher presentation
- ★ Use think-pair-share groups
- ★ Use of manipulatives
- ★ Provision of calculator
- ★ Use flash cards, number line, graph paper

- ★ Use games to provide reinforcement of math skills
- ★ Use interest centers/groups to allow students to choose topic of interest
- ★ Use of learning contracts that allow student to work at appropriate pace, learn planning skills and eliminate unnecessary skill practice
- ★ Provide use of choice boards, which contain a variety of activities for skill acquisition
- ★ Use ongoing assessment of readiness and interests
- ★ Tier graphic organizers
- ★ Provide practice in measuring with varied units