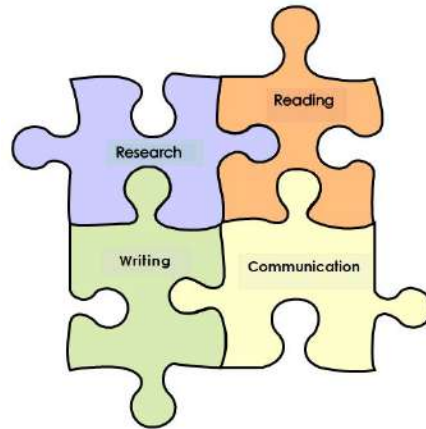


Grade 12 English Curriculum & Pacing Guide



Amherst County Public Schools
Every Child Every Day

Teacher Notes

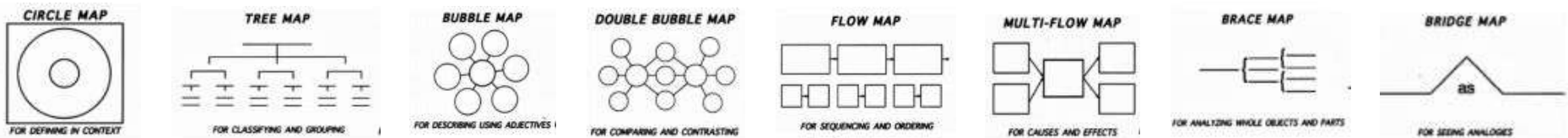
ACPS will utilize a theme approach to integrate the English strands of reading, writing, research, and communication. To the extent possible, a variety of genres should be utilized during a unit of study. Best practices include:

- **Paired texts** (Paired texts can include books, plays, articles, poems, functional text, graphics, or digital media)
- **Use of text-dependent questions** (QAR)
- **Use of inference questions** (QAR)
- **Use of text-based vocabulary**
- **Writing components in every lesson**
- **Frequent research components**


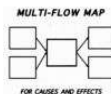
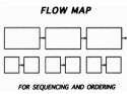
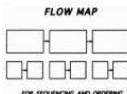
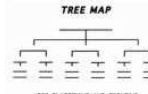
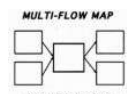

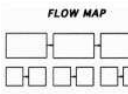

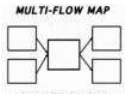
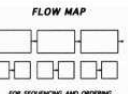


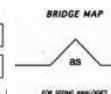

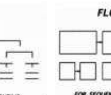
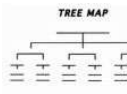
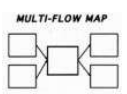

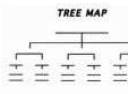


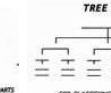
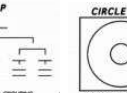


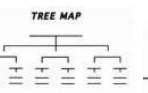
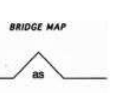

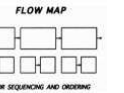
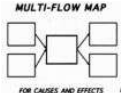
ACPS Literacy Plan outlines **seven comprehension strategies** that will be incorporated during units of study throughout the reading process. "Strategies are conscious, flexible plans a reader applies to a variety of texts, both narrative and expository. The use of strategies implies awareness, reflection, and interaction between the reader and the author. Strategies do not operate individually or sequentially, but are interrelated and recursive. The goal is the active construction of meaning and the ability to adapt strategies to varying reading demands." (Vogt & Verga, 1998) Explicit teaching and modeling of the strategies is necessary to assist students in learning to use them independently to make sense of the text they encounter.

- Monitoring Comprehension/Metacognition
- Predicting/Activating Background Knowledge/Schema
- Questioning
- Visualizing
- Determining Importance
- Summarizing & Synthesizing
- Inferring

ACPS utilizes **Thinking Maps** in order for students to create mental visual patterns for thinking based on the fundamental thinking processes.



The following are examples of reading skills associated with each of the maps. These can be expanded upon based on teacher discretion.

Predictions	Summarizing (Story Elements, BME, Problem/Solution, Main Idea/Details, etc.)	Making Connections	Ask/Answer Questions
  	  	  	  
Character Analysis	Fact & Opinion	Context Clues	Author's Purpose
   		 	 
Vocabulary (Affixes, Compound Words, Phonics, Homophones, Synonyms/Antonyms)	Multi-Meaning Words	Locate Information	Cause & Effect
   	  	 	

*All resources and products listed within this document are for guidance purposes.

Content Knowledge for Implementation of the Standards

(taken from 2010 VDOE English Curriculum Framework)

Ad hominem – means “to the man” does not argue the issue, instead it argues the person.

Alliteration–the repetition of consonant sounds in words that are close to one another

Allusion is an indirect reference to a person, place, event, or thing – real or fictional. J.D. Salinger's *The Catcher in the Rye* is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story *By the Waters of Babylon* alludes to Psalm 137 in the Bible .

Ambiguity is when the meaning of a word, phrase, or sentence is uncertain. There could be more than one meaning. ... When you make statements that are **ambiguous**, you confuse the reader and hinder the meaning of the text. However, sometimes **ambiguity** is used deliberately to add humor to a text

Assonance--The repetition of similar vowel sounds followed by different consonant sounds in words that are close together.

Begging the question – assumes the conclusion is true without proving it; circular argument.

Carpe diem–A Latin phrase that literally means “seize the day,” that is, “make the most of present opportunities”

A **Claim** is a statement that asserts something to be true. A **claim** can either be factual or a judgment. **Claims** can work on their own or in conjunction with other **claims** to form a larger argument.

Close reading entails close observation of the text, including annotating, determining all word meanings including connotations, syntax, and structure. It also involves paying close attention to figures of speech, and other features that contribute to a writer’s style. Close reading also involves reflecting on deeper meanings of text including considering relationships to other texts or social or cultural history.

Connotation is subjective, cultural, and emotional. A stubborn person may be described as being either strong-willed or pig-headed. They have the same literal meaning (i.e., stubborn). Strong-willed connotes admiration for the level of someone's will, while pigheaded connotes frustration in dealing with someone.

Counterclaim is a claim made to rebut a previous claim in persuasive/argument writing. Prior to making this claim, transition words should proceed. These words might include "however", "admittedly", "some believe", "others might suggest,"etc.

Denotation is a dictionary definition of a word.

A **false premise** is an incorrect proposition that forms the basis of an argument or syllogism. Since the **premise** (proposition or assumption) is not correct, the conclusion drawn may be in error.

Idiom is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder).

Kenning- an Anglo-saxon metaphorical phrase or compound word used to name a person, place, thing or event indirectly.

Objectivity - fact

Overstatement is an act of stating something more profoundly than it actually is, in order to make the point more serious or important or beautiful. In **literature**, writers use **overstatement** as a **literary** technique for the sake of humor, and for laying emphasis on a certain point.

A **paradox** is a statement that contradicts itself and still seems true somehow. Fancy that. Everyday examples include, "Nobody goes to the restaurant because it's too crowded."

Red herring – is a deliberate attempt to divert attention.

A **rhetorical** device uses words in a certain way to convey meaning or to persuade. It can also be a technique to evoke an emotion on the part of the reader or audience.

Straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the "straw man").

Subjectivity - bias

An **understatement** is a figure of speech employed by writers or speakers to intentionally make a situation seem less important than it really is. For example, you win 10 million dollars in a lottery. When you tell a news reporter "I am delighted," you are making an **understatement**.

The VDOE Curriculum Framework should be utilized when preparing units found in this curriculum map.

http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml

NINE WEEKS 1

Division Required Assessments: ACPS Writing Prompt (persuasive/argument), NW1 Division Reading & Writing Assessment, Analytical (Expository)/Interpretive Essays, Persuasive/Argument Essays, and Reflective Essays

Ongoing Assessments: Common Assessments,

<p>THEME: 1. Strategic Reading and Thinking: Introduction to Seven Comprehension Strategies</p> <p>SKILLS TARGETED: Main idea/Details Vocabulary Word Meaning Text-Student, Text-World Connections Composing Referencing Research, Identifying plagiarism/Ethical use of the internet</p> <p>STRATEGY FOCUS: Making Connections, Determining Importance, Questioning, Visualizing, Inferring, Summarizing, Synthesizing, Self-Monitoring</p> <p>APPROXIMATE TIME: 2 Weeks</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
12.1b Credit information sources	<p>12.3a Use structural analysis of roots, affixes, synonyms and antonyms, to understand complex words</p> <p>12.3b Use context, structure, and connotations to determine meanings of</p>	<p>12.6d Blend multiple forms of writing including embedding a narrative to produce effective essays</p> <p>12.6f Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from</p>	12.8d Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)	<p>Media: AACPS Secondary Education Strategy Lessons: https://drive.google.com/drive/folders/1gs0Vvhn-x8tAc2KWhPeYuBGP-QVIU8zm</p>	<p>Anticipatory Set: -Students brainstorm when and how they might use annotation.</p> <p>Guided Practice: -Guided Examples of annotated texts (can be done as individuals or in small</p>

	<p>words and phrases</p> <p>12.3c Discriminate between connotative and denotative meanings and interpret the connotation</p> <p>12.3d Explain the meaning of common idioms, and literary and classical allusions in text</p> <p>12.3e Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing</p> <p>12.4b Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts</p> <p>12.4e Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses</p> <p>12.4h Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s)</p>	the information presented	<p>12.8e Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information</p>	<p>ACHS Annotation Rubric Grades 9-12 Applied Literacy: https://appliedliteracy.worpress.com/</p> <p>Newsela</p> <p>Nonfiction: Short article on annotation: https://research.ewu.edu/c.php?g=82207</p> <p>Strategy: How, When and Why handout</p> <p>Handout on parenthetical citations</p> <p>How to annotate different genres handout</p> <p>Why Study English Literature: Short article from University of New Hampshire https://cola.unh.edu/english/why-study-english-literature</p> <p>British Literature is richly tangled with other histories and cultures: So why is it sold as largely white and English? http://theconversation.com/british-literature-is-richly-tangled-with-other-histories-and-cultures-s</p>	<p>groups/partners) -Students use thinking maps to outline and brainstorm pieces of writing for formative assessment.</p> <p>Formative Assessment: -Students will engage in reflective writing or Quick Write after reading and annotating texts</p> <p>-Students will select 2 texts that they have annotated to create a 2 paragraph compare/contrast response</p>
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				<p>o-why-is-it-sold-as-largely-white-and-english-85625</p> <p><i>Black is the New Pretty:</i> Speech by Dirana Ebay: http://www.diranadebay.com/index.php?page=article24</p> <p>Newspaper/blog articles</p> <p><i>The Week</i> magazine excerpts</p> <p>Poetry: "The Eagle," Alfred Lord Tennyson</p> <p>"As I walked out one evening" by W.H. Auden</p> <p>"The Solitary Reaper" by William Wordsworth</p> <p>"The Night Wind" by Emily Bronte</p> <p>"The Bluebell" by Emily Bronte</p> <p>Selections from Modern British Poetry: http://www.illinoisonlinehighschool.org/uploads/1/8/6/5/18653164/british_poetry.pdf</p> <p>Short Fiction:</p>	
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				<p>Excerpts from Project Gutenberg</p> <p>Novels: <i>Beowulf: A New Telling</i> Chapter One by Robert Nye</p> <p>Functional Texts: Annotating a Text Understanding Annotation Symbols</p>	
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THEME: 2. Courage and Heroism (Anglo-Saxon Period)

SKILLS TARGETED:

Using multi-modal tools
Author's Purpose
Theme
Cause/ Effect
Character
Predictions
Problem/ Solution
Analyzing figurative language (imagery, metaphor, personification, allusion, irony, sound devices, kennings, alliteration)
Important Events
Locating Information
Summarizing
Context Clues
Setting
Questioning
Revising

SKILLS SPIRALED:

Compare/ Contrast

Main Idea/ Details
Vocabulary
Composing
Identifying plagiarism/Ethical use of the internet

STRATEGY FOCUS: Making Connections, Determining Importance, Questioning, Inferring, Visualizing, Monitoring Comprehension

APPROXIMATE TIME: 4 Weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>12.1a Select and effectively use multimodal tools to design and develop presentation content</p> <p>12.1c Demonstrate the ability to work collaboratively with diverse teams</p> <p>12.1f Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues</p>	<p>12.3a Use structural analysis of roots, affixes, synonyms and antonyms, to understand complex words</p> <p>12.3b Use context, structure, and connotations to determine meanings of words and phrases</p> <p>12.3c Discriminate between connotative and denotative meanings and interpret the connotation</p> <p>12.3d Explain the meaning of common idioms, and literary and classical allusions in text</p> <p>12.4a Compare and contrast the development of British literature in its historical</p>	<p>12.6a Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose</p> <p>12.6e Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation</p> <p>12.6g Revise writing for clarity of content, depth of information, and technique of presentation</p> <p>12.7a Use complex sentence structure to infuse sentence variety in writing</p> <p>12.7b Edit, proofread,</p>	<p>12.8a Frame, analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product</p> <p>12.8c Critically evaluate the accuracy, quality, and validity of the information</p>	<p>Drama: "Mother Courage and Her Children" by Bertolt Brecht</p> <p>Media: <i>Beowulf</i> the Movie</p> <p>BBC www.bbc.co.uk/history/ancient/anglo_saxons/</p> <p>"Revenge Hatred and Greed" www.teenink.com</p> <p>"Beowulf Station Rotation: An Epic Activity" http://betterlesson.com</p> <p>"An Introduction to Beowulf Language" www.readwritethink.org</p> <p>"Why Read Beowulf" www.neh.gov</p>	<p>Opening/Anticipatory Set: -Students brainstorm and use a variety of thinking maps to begin thinking about heroes, villains, journeys/ quests, and what they all have in common.</p> <p>-With a partner or group use a circle map or bubble map to create a product on what they know about epics</p> <p>-Quick Write- Write a one paragraph response discussing why historical and cultural context is important when reading a piece of literature.</p> <p>Guided Practice: -Guided examples of identifying and analyzing figurative</p>

	<p>context</p> <p>12.4b Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts</p> <p>12.4c Compare/contrast details in literary and informational nonfiction texts</p> <p>12.4d Interpret the social and cultural function of British literature</p> <p>12.4e Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses</p> <p>12.4f Compare and contrast traditional and contemporary poems from many cultures</p> <p>12.5a Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s)</p>	<p>and prepare writing for intended audience and purpose</p>		<p>Nonfiction: "A Grim Struggle" Nonfiction articles about Anglo-Saxon and Norman history Anglo-Saxon Riddles</p> <p>The Labyrinth: Georgetown university: https://blogs.commonsgorgetown.edu/labyrinth/</p> <p>Novels: <i>Beowulf</i></p> <p><i>Illiad</i></p> <p><i>Gilgamesh</i></p> <p><i>Grendel</i></p> <p><i>Speak</i></p> <p>Poetry: "The Seafarer"</p> <p>"The Wanderer"</p> <p>Short Fiction: <i>Arabian Nights</i> ("Sinbad the Sailor")</p> <p>Celtic Fairy Tales: The Selkie, Celtic Fairy Tales: https://www.worldoftales.com/Celtic_fairy_tales.html</p> <p>Joseph Jacobs Fairy Tales http://pdfbooks.co.za/lib</p>	<p>language in a given text</p> <p>Independent Practice: -Article Response: Read "Revenge Hatred and Greed" article and write a reflection which identifies three monsters found in contemporary society. Possibly write into a reflective essay.</p> <p>-After reading the informational text selection The Anglo Saxons, create a concept Map. In this map, identify vocabulary terms, famous places, historical influences, author's point of view, etc.</p> <p>Once you are done, compare your important words and ideas with a friend. Then, together write a short response on the following topic: What do you think are the three most important events of this time period? Explain your choices. Write into an analytical/interpretive essay.</p> <p>-Read a Celtic story and an Anglo-Saxon selection, and compare</p>
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				<p>rary/JOSEPH_JACOBS-CELTIC_FAIRY_TALES.pdf</p> <p>Additional Resources: CommonLit: -Beowulf Text Set -Grendel Text Set -'Spunk' -- Zora Neale Hurston -Excerpt From <i>Heart of Darkness</i>, Joseph Conrad -Excerpt from "Susan B. Anthony: The Woman"</p> <p>Functional Texts: 10 Ways to Fight Your Fears 14 Ways to Conquer Fear</p>	<p>and contrast the two on a Venn Diagram or Double Bubble Map. create a poster which outlines your findings. Present to the class. Maybe write into a persuasive/argument essay.</p> <p>-Read two poems (one contemporary and one traditional) and use a SIFT or TP-CASTT Handout to analyze both with a small group. Afterward, engage in a class discussion about how these elements appeal to the reader's senses. Consider writing an analytical/interpretive essay.</p> <p>-SOL prompt</p> <p>Closure: - exit ticket</p> <p>- sticky note questions</p> <p>- summarize day's lesson</p> <p>- review vocab</p> <p>-Thinking Map for summarizing day's topics</p> <p>-Discuss with a partner and create a list of</p>
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					<p>characteristics of an archetypal hero and villain based on Anglo-Saxon history</p> <p>-Illustrate or describe a pivotal moment in the text or history that influences a course of action. Explain why this moment is important.</p> <p>-Explain a boast in <i>Beowulf</i>. Describe the characteristics of the traditional boast</p> <p>Formative Assessment:</p> <p>-In the style of the <i>Beowulf</i>, write a Boast and present it to your peers. Be sure to include Anglo Saxon figurative language and elements (kennings, alliteration, caesura, and boasting).</p> <p>-On a Double Bubble Map, compare the epic <i>Beowulf</i> to another piece of ancient literature and then write a brief paragraph or short essay describing the similarities and differences you see between the two.</p> <p>-After reading <i>Beowulf</i> and learning about the archetypal hero and villain choose one</p>
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					<p>selection from the curated list provided by the instructor. Then create a colorful collage or poster which compares Beowulf for Grendel to the archetypal hero or villain from the piece you chose.</p> <p>*This activity could also be scaffolded with either a short written or presentation element</p> <p>-“Creative Assignments: A Baker’s Dozen” https://mseffie.com/assignments/beowulf/creative.html</p> <p>Summative Assessment:</p> <p>-In the style of the Beowulf, write a Boast and present it to your peers. Be sure to include Anglo Saxon figurative language and elements (kennings, alliteration, caesura, and boasting).</p> <p>-On a Double Bubble Map, compare the epic <i>Beowulf</i> to another piece of ancient literature and then write a brief paragraph or short essay describing the similarities and differences you see between the two.</p>
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					<p>-After reading Beowulf and learning about the archetypal hero and villain choose one selection from the curated list provided by the instructor. Then create a colorful collage or poster which compares Beowulf for Grendel to the archetypal hero or villain from the piece you chose.</p> <p>*This activity could also be scaffolded with either a short written or presentation element</p> <p>-“Creative Assignments: A Baker’s Dozen” https://mseffie.com/assignments/beowulf/creative.html</p> <p>-Essays</p>
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THEME: 3. Loyalty and Chivalry (Middle Ages)

SKILLS TARGETED:

Synthesizing resources
Fact/ Opinion
Connotation/Denotation
Organizing resources
Evaluating accuracy, quality, and validity of information

SKILLS SPIRALED:

Using multi-modal tools to develop presentation content.

Author's Purpose

Character, Setting

Compare/Contrast

Important Events

Main Idea/ Details, Summarizing, Questioning

Locating Information

Context Clues, Vocabulary/Word Meaning

Analyzing figurative language and literary elements

Composing, Revising

STRATEGY FOCUS: Making Connections, Determining Importance, Questioning, Inferring, Visualizing, Monitoring Comprehension

APPROXIMATE TIME: 3 Weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>12.1a Select and effectively use multimodal tools to design and develop presentation content</p> <p>12.1c Demonstrate the ability to work collaboratively with diverse teams</p> <p>12.1f Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues</p>	<p>12.3a Use structural analysis of roots, affixes, synonyms and antonyms, to understand complex words</p> <p>12.3b Use context, structure, and connotations to determine meanings of words and phrases</p> <p>12.3c Discriminate between connotative and denotative meanings and interpret the connotation</p> <p>12.3d Explain the</p>	<p>12.6a Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose</p> <p>12.6e Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation</p> <p>12.6g Revise writing for clarity of content, depth of information, and</p>	<p>12.8a Frame, analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product</p> <p>12.8c Critically evaluate the accuracy, quality, and validity of the information</p>	<p>Drama: "Loyalties" by John Galsworthy</p> <p>"The First and the Last" by John Galsworthy</p> <p>Media: <i>Beowulf</i> the Movie</p> <p>Gawain and the Green Knight you tube: https://www.youtube.com/watch?v=60s90EZAE3A</p> <p><i>The Sword in the Stone</i></p> <p>Youtube- "Robin Hood"</p>	<p>Opening/Anticipatory Set:</p> <p>-Listen to 2-3 contemporary/ modern musical ballads. Have students work with a partner to create a thinking map recording elements that they hear/ see. Have students discuss what they think all the songs/ ballads have in common.</p> <p>-Quick Write- What comes to mind when you hear the term "Knight in Shining Armor"</p>

<p>12.1g Critique effectiveness of multimodal presentations</p>	<p>meaning of common idioms, and literary and classical allusions in text</p> <p>12.4a Compare and contrast the development of British literature in its historical context</p> <p>12.4b Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts</p> <p>12.4c Compare/contrast details in literary and informational nonfiction texts</p> <p>12.4d Interpret the social and cultural function of British literature</p> <p>12.4e Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses</p> <p>12.4f Compare and contrast traditional and contemporary poems from many cultures</p> <p>12.5a Use critical thinking to generate and</p>	<p>technique of presentation</p> <p>12.7a Use complex sentence structure to infuse sentence variety in writing</p> <p>12.7b Edit, proofread, and prepare writing for intended audience and purpose</p>		<p>Fact or Fiction" "The Truth Behind King Arthur a Compelling Documentary"</p> <p>Introduction to middle ages and Sir Gawain and the Green Knight: www.chisd.net/cms/lib5/TX01917715/Centricity/.../Medieval_Intro_and_Gawain.ppt</p> <p>Nonfiction: Nonfiction articles about ballads</p> <p>Library of Congress- "Traditional Ballads" https://www.loc.gov/collections/songs-of-america/articles-and-essays/musical-styles/traditional-and-ethnic/traditional-ballads/</p> <p>The Labyrinth: Georgetown university: https://blogs.commonsgorgetown.edu/labyrinth/</p> <p>"King Arthur" www.pbs.org/mythsandheroes/myths_four_art_hur.html</p> <p>"Robin Hood" www.historic-uk.com</p> <p>"The Real Robin Hood" www.history.com</p>	<p>-Quick Write- What makes legends last through the ages? Discuss elements of legends and why they are so powerful.</p> <p>Guided Practice: -Folk Ballad Checklist--read a Folk Ballad and check off each of the key characteristics/elements/traits as you go. Share your list with a partner and compare answers.</p> <p>Independent Practice: -Use a Sequence Map to document key events of a reading selection and complete a formal summary of the material for your classmates</p> <p>-Use a Concept Map to identify key vocabulary terms, famous places, historical influences and key ideas from a nonfiction reading.</p> <p>-Use a Double Bubble Map to compare <i>Beowulf</i> to a middle ages ballad or story you've read. Consider the following elements: setting, archetypal characters, style, tone, syntax, and use of figurative language.</p>
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	<p>respond logically to literal, inferential, and evaluative questions about the text(s)</p> <p>12.5b Identify and synthesize resources to make decisions, complete tasks, and solve specific problems</p>			<p>"Robin Hood the Facts and the Fiction" www.robinhoodlegend.com</p> <p>"King Arthur" www.biography.com</p> <p>"Was King Arthur a Real Person?" www.history.com</p> <p>Courtly Love: www.b-q.k12.ky.us/userfiles/1049/courtlylove.ppt</p> <p>Courtly Love: achs.amherst.k12.va.us/sites/default/files/courtly%20love.ppt</p> <p>Chivalry is a Medieval Ethos: https://www.nytimes.com/roomfordebate/2013/07/30/can-chivalry-be-brought-back-to-life/chivalry-is-a-medieval-ethos-that-has-evolved-over-time</p> <p>Novels: <i>King Arthur Stories</i> <i>Sir Gawain and the Green Knight</i> <i>Eragon</i> <i>Ella Enchanted</i></p>	<p>Once you have completed this, summarize the similarities and differences in a brief one page response. Possibly write into an interpretive/analytical essay.</p> <p>- "Creative Assignments: A Baker's Dozen" https://mseffie.com/assignments/beowulf/creative.html</p> <p>- Analyze a poem or a section from a middle ages poem and use a thinking map of your choice to interpret how the sound and imagery of the poem supports the subject, mood, and theme. Then, write a brief reflective response of how these appeal to the reader's senses. Write into an analytical essay.</p> <p>- SOL prompt</p> <p>Closure: - Illustrate a setting from one of the middle ages ballads and share this with a friend - exit ticket - sticky note questions</p>
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				<p>Poetry: <i>Beowulf</i></p> <p>"Lord Randall"</p> <p>"Get Up and Bar the Door"</p> <p>"Barbara Allen"</p> <p>Robin Hood Ballads: https://www.gutenberg.org/files/28744/28744-h/28744-h.htm</p> <p>"The Twa Corbies"</p> <p>"Sir Patrick Spens"</p> <p>"The Song of Roland"</p> <p>Contemporary Ballads: "Devil Went Down to Georgia"</p> <p>Short Fiction: "Le Morte d'Arthur"</p> <p>Functional Texts: The Knight's Code of Chivalry How Family Crests Wo</p>	<p>- summarize day's lesson</p> <p>- review vocab</p> <p>-Thinking Map for summarizing day's topics</p> <p>Formative Assessment: -Create a skit written in modern English of one your favorite ballads or King Arthur stories and perform it for the class. Be sure to include the key characters and events of the story and make sure the story's theme is clear to your audience.</p> <p>-Folk Ballad-With a small group, compose a modern ballad which includes the major elements of the traditional folk ballad. Share your final, revised product with the class.</p> <p>Summative Assessment:</p> <p>-Essays</p> <p>-Create a skit written in modern English of one your favorite ballads or King Arthur stories and perform it for the class.</p>
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					<p>Be sure to include the key characters and events of the story and make sure the story's theme is clear to your audience.</p> <p>-Folk Ballad-With a small group, compose a modern ballad which includes the major elements of the traditional folk ballad. Share your final, revised product with the class.</p> <p>-Travel Agent Activity: Research a famous middle ages city made famous by a story, ballad, or text you've read. Research this place, its weather, people, tourist attractions, and interesting details and then create a brochure or presentation.</p>
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NINE WEEKS 2

Division Required Assessments: ACPS Writing Prompt (persuasive), NW2 Division Reading & Writing Assessment, Analytical (Expository)/Interpretive Essays, Persuasive/Argument Essays, and Reflective Essays

Ongoing Assessments: Common Assessments

THEME: 4. Society, Class, and Religion (Middle Ages)

SKILLS TARGETED:

Collaboration
Crediting information sources
Peer Critique
Synthesizing multiple streams of communication
Ethical use of the internet
Idioms
Analyzing figurative language and literary elements

SKILLS SPIRALED:

Using multi-modal tools to develop presentation content.
Author's Purpose
Character, Setting
Compare/Contrast
Important Events
Main Idea/ Details, Summarizing
Locating Information
Questioning
Context Clues, Vocabulary/Word Meaning
Connotation/Denotation
Composing, Revising
Organizing resources, Synthesizing resources
Evaluating accuracy, quality, and validity of information

STRATEGY FOCUS: Making Connections, Determining Importance, Questioning, Visualizing, Inferring/ Predicting/ Drawing Conclusions, Synthesizing, Monitoring Comprehension

APPROXIMATE TIME: 4 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
12.1a Select and effectively use	12.3a Use structural analysis of roots, affixes,	12.6a Apply components of a	12.8a Frame, analyze, evaluate, synthesize,	Drama: "After the Ball" by David	Opening/Anticipatory Set:

<p>multimodal tools to design and develop presentation content</p> <p>12.1b Credit information sources</p> <p>12.1c Demonstrate the ability to work collaboratively with diverse teams</p> <p>12.1f Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues</p> <p>12.1g Critique effectiveness of multimodal presentations</p> <p>12.2f Manage, analyze, and synthesize multiple streams of simultaneous information</p> <p>12.2g Demonstrate ethical use of the internet when evaluating or producing creative or informational media messages</p>	<p>synonyms and antonyms, to understand complex words</p> <p>12.3b Use context, structure, and connotations to determine meanings of words and phrases</p> <p>12.3c Discriminate between connotative and denotative meanings and interpret the connotation</p> <p>12.3d Explain the meaning of common idioms, and literary and classical allusions in text</p> <p>12.3e Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing</p> <p>12.4a Compare and contrast the development of British literature in its historical context</p> <p>12.4b Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts</p> <p>12.4c Compare/Contrast details in</p>	<p>recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose</p> <p>12.6d Blend multiple forms of writing including embedding a narrative to produce effective essays</p> <p>12.6e Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation</p> <p>12.6g Revise writing for clarity of content, depth of information, and technique of presentation</p> <p>12.7a Use complex sentence structure to infuse sentence variety in writing</p> <p>12.7b Edit, proofread, and prepare writing for intended audience and purpose</p>	<p>and organize information from a variety of credible resources to produce a research product</p> <p>12.8b Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias</p> <p>12.8c Critically evaluate the accuracy, quality, and validity of the information</p> <p>12.8d Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)</p> <p>12.8f Demonstrate ethical use of the internet</p>	<p>Williamson</p> <p>Media: Medieval Women: www2.ivcc.edu/gen2002/Medieval%20Women.ppt</p> <p>"The Canterbury Tales by Geoffrey Chaucer/ Prologue Summary and Analysis: https://www.youtube.com/watch?v=uNx45uv4OYA</p> <p>-Canterbury Tales Course Hero: https://www.youtube.com/watch?v=5H-ZUnVLb0s&list=PLz_ZtyOWL9BRBsFYd1Z3ux2XFoxj_HEvw</p> <p><i>The Last Kingdom</i></p> <p><i>A Knight's Tale</i></p> <p>Tedtalks.com</p> <p>Nonfiction: Nonfiction article(s) on Geoffrey Chaucer</p> <p>"Overview: The Canterbury Road to Modern England" www.npr.org</p> <p>"Love, Lust, or Loyalty in the Canterbury Tales" www.teenink.com</p> <p>"The Effects Geoffrey</p>	<p>-Quick Write- What role does religion play in today's society? What role do you think it played in medieval England's society? Do you think our society is divided into social classes? Explain your response. What do you think is the purpose of a pilgrimage? Explain.</p> <p>-Create a diagram of the tiered classes of medieval Europe.</p> <p>-List characteristics of courtly love and chivalry</p> <p>Guided Practice: -Sir Gawain and the Green Knight Pre-Reading Skit Activity (Sir Gawain and the Green Knight: Slaying Student Resistance)</p> <p>-Write college and job applications and analyze workplace documents.</p> <p>-Use a Concept Map to identify key vocabulary terms, famous places, historical influences and key ideas from a nonfiction reading.</p> <p>-Romance Checklist- Read a Romance and</p>
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	<p>literary and informational nonfiction texts</p> <p>12.4d Interpret the social and cultural function of British literature</p> <p>12.4e Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses</p> <p>12.4f Compare and contrast traditional and contemporary poems from many cultures</p> <p>12.4h Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s)</p> <p>12.5a Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s)</p> <p>12.5b Identify and synthesize resources to make decisions, complete tasks, and solve specific problems</p>			<p>Chaucer's Canterbury Tales had on History" www.owlcation.com</p> <p><i>Guns, Germs, and Steel</i></p> <p>"Castles" Article https://www.ereadingworksheets.com/reading-comprehension-worksheets/nonfiction-reading-test-3-castles.pdf</p> <p>Novels: <i>The Canterbury Tales- A Retelling</i> by Peter Ackroyd</p> <p><i>Company of Liars</i> by Karen Maitland</p> <p>Poetry: <i>The Canterbury Tales</i></p> <p><i>The Song of Roland</i></p> <p><i>Dante's Inferno</i></p> <p>Functional Texts: Castle Construction</p> <p>The Medieval Castle: Four Different Types</p> <p>Medieval Castles</p> <p>What were Medieval Houses and Structures Built From?</p>	<p>check off each of the key characteristics/elements/traits as you go. Share your list with a partner and compare answers.</p> <p>Independent Practice: -Poem Analysis-Analyze a poem or a section from a middle ages poem and use a thinking map of your choice to interpret how the sound and imagery of the poem supports the subject, mood, and theme. Then, write an analytical/interpretive essay of how these appeal to the reader's senses.</p> <p>-Write college and job applications and analyze workplace documents.</p> <p>-SOL prompt</p> <p>-Compare/Contrast two societal satires- Compare and contrast a traditional societal satire with a more modern one from television or literature using a double bubble map and then discuss and share the differences you see with the class or in a small group. Also, consider author's point of view.</p>
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					<p>-Use a Flow Map to document key events of a Romance reading selection and complete a formal summary of the material for your classmates</p> <p>Closure:</p> <p>-Create a code of chivalry for today's society. Be prepared to discuss with the class.</p> <p>-Illustrate how today's society and class are structured- you can use a thinking map, pyramid, or other symbol to create your illustration.</p> <p>- exit ticket</p> <p>- sticky note questions</p> <p>- summarize day's lesson</p> <p>- review vocab</p> <p>-Thinking Map for summarizing day's topics</p> <p>Formative Assessment:</p> <p>-Research Project-Research some aspect of the Middle Ages (people, places, culture, society, food, clothing, etc) using the proper research</p>
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					<p>techniques. Then, write a research paper or create a presentation and share the information with your classmates.</p> <p>-Characterization Activity: Research a selected character from <i>The Canterbury Tales</i>. Using a Multi-Flow Map, analyze the different aspects of a character: character's feelings, words, thoughts, appearance, personality, behaviour, or motivations. Once you have done this, take this information and create a powerpoint, essay, or poster and then present project or powerpoint to the class. Each student will complete a peer review for another student.</p> <p>Summative Assessment:</p> <p>-Modern Traveller- In the style of <i>The Canterbury Tales</i>, create a modernized version of a character on a trip and then create an in-depth character description using indirect and direct characterization techniques.</p>
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					<p>-Research Project-Research some aspect of the Middle Ages (people, places, culture, society, food, clothing, etc) using the proper research techniques. Then, write a research paper or create a presentation and share the information with your classmates.</p> <p>-Characterization Activity: Research a selected character from <i>The Canterbury Tales</i>. Using a Multi-Flow Map, analyze the different aspects of a character: character's feelings, words, thoughts, appearance, personality, behaviour, or motivations. Once you have done this, take this information and create a powerpoint, essay, or poster and then present project or powerpoint to the class. Each student will complete a peer review for another student.</p> <p>-Original Romance-With a small group, compose a modern Romance which includes the major elements of the traditional middle ages Romance. Share your</p>
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					final, revised product with the class. -Essays
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THEME: 5. Relationships (Renaissance)

SKILLS TARGETED:

Retelling
 Analyzing key literary elements and figurative language
 New Information
 Organize Information

SKILLS SPIRALED:

Using multimodal tools
 Crediting information sources, Identifying plagiarism/Ethical use of the internet, Locating Information, Research/Referencing
 Collaboration
 Synthesize multiple streams of information
 Author's Purpose
 Character, Setting
 Compare/Contrast
 Main Idea/ Details
 Context Clues, Vocabulary/Word Meaning
 Connotations/Denotations
 Idioms
 Composing, Revising

STRATEGY FOCUS: Making Connections, Determining Importance, Questioning, Visualizing, Inferring/ Predicting/ Drawing Conclusions, Synthesizing, Monitoring Comprehension

APPROXIMATE TIME: 4 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>12.1a Select and effectively use multimodal tools to design and develop presentation content</p> <p>12.1b Credit information sources</p> <p>12.1c Demonstrate the ability to work collaboratively with diverse teams</p> <p>12.1f Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues</p> <p>12.1g Critique effectiveness of multimodal presentations</p> <p>12.2f Manage, analyze, and synthesize multiple streams of simultaneous information</p>	<p>12.3a Use structural analysis of roots, affixes, synonyms and antonyms, to understand complex words</p> <p>12.3b Use context, structure, and connotations to determine meanings of words and phrases</p> <p>12.3c Discriminate between connotative and denotative meanings and interpret the connotation</p> <p>12.3d Explain the meaning of common idioms, and literary and classical allusions in text</p> <p>12.4a Compare and contrast the development of British literature in its historical context</p> <p>12.4b Analyze how authors use key literary elements to contribute to meaning and interpret how themes</p>	<p>12.6a Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose</p> <p>12.6d Blend multiple forms of writing including embedding a narrative to produce effective essays</p> <p>12.6e Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation</p> <p>12.6g Revise writing for clarity of content, depth of information, and technique of presentation</p> <p>12.7a Use complex sentence structure to infuse sentence variety in writing</p> <p>12.7b Edit, proofread, and prepare writing for</p>	<p>12.8a Frame, analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product</p> <p>12.8b Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias</p> <p>12.8c Critically evaluate the accuracy, quality, and validity of the information</p> <p>12.8d Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)</p> <p>12.8f Demonstrate</p>	<p>Drama: "A Taste of Honey" by Shelagh Delaney <i>Shadowlands</i></p> <p>Media: Various Youtube videos <i>Dead Poets Society</i> "Why People Need Poetry" www.tedtalks.com <i>Shakespeare in Love</i> <i>The Princess Bride</i> Tedtalks.com</p> <p>Nonfiction: "Tilbury Speech" by Queen Elizabeth I "Axioms" by Francis Bacon Articles on Humanism: http://www.historyguide.org/intellect/humanism.html</p> <p>Novels: <i>Body of Evidence</i> <i>Eragon</i></p>	<p>Opening/Anticipatory Set: -Response to a John Milton or John Donne poem-recognize and analyze the use of ambiguity, paradox, irony, overstatement and understatement in a poem using a Concept map and compare responses with a friend.</p> <p>Guided Practice: -Sonnet Tree Map Poster--Read a sonnet and create a Tree Map to identify and analyze the following poetic elements: figurative language, sound devices, idioms, allusions, theme, tone, and structure. Interpret how all of these elements contribute to the theme or message the author intended. Then, share this information with your friends. Write into an analytic/interpretive essay.</p> <p>-Madrigal/Pastoral</p>

	<p>are connected across texts</p> <p>12.4c Compare/Contrast details in literary and informational nonfiction texts</p> <p>12.4d Interpret the social and cultural function of British literature</p> <p>12.4e Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses</p> <p>12.4f Compare and contrast traditional and contemporary poems from many cultures</p> <p>12.5a Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s)</p> <p>12.5c Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions</p> <p>12.5d Recognize and analyze use of ambiguity,</p>	intended audience and purpose	ethical use of the internet	<p><i>A Monster Calls</i></p> <p>Poetry: "The Passionate Shepherd to His Love" by Christopher Marlowe "The Nymph's Reply to the Shepherd" by Sir Walter Raleigh "To the Virgins to Make Much of Time"- Robert Herrick "To His Coy Mistress" by Andrew Marvell Shakespearean, Petrarchan, and Spenserian Sonnets "Sonnet 79" by Pablo Neruda The Psalms and the song of Solomon John Milton poems John Donne poetry Functional Texts: Sonnets Step-by-Step The Carpe Diem Project: On the Creative Use of Limited Time How To Carpe Diem There's Only One Thing To Do With Today: Seize</p>	<p>Activity-Listen to madrigals and analyze how words and sounds of the characteristic instruments evoke the pastoral atmosphere in a short response.</p> <p>-Write college and job applications and analyze workplace documents.</p> <p>-Identify figurative language and analyze the role it plays in a poem from this unit using a SIFT handout.</p> <p>Independent Practice: -Carpe Diem Poem--Write a poem in the style of a carpe diem poem. Be sure to include figurative language, sound devices, and themes commonly found in this type of literature.</p> <p>Carpe Diem Tiered Activity</p> <p>-Sonnet Learning Menu</p> <p>-Rewrite "The Passionate Shepherd" and "Nymph's Reply" into a skit and present to class.</p> <p>-SOL prompt</p>
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	contradiction, paradox, irony, overstatement, and understatement in text			<u>It.</u>	<p>-Write college and job applications and analyze workplace documents.</p> <p>-With a partner, paraphrase a traditional sonnet. Then find another song, literary work, or artistic piece which shares a similar theme, tone, and mood. Explain your choice in a reflective essay.</p> <p>Closure:</p> <p>-Compare and contrast a traditional and contemporary sonnet using a double bubble map.</p> <p>- exit ticket</p> <p>- sticky note questions</p> <p>- summarize day's lesson</p> <p>- review vocab</p> <p>-Thinking Map for summarizing day's topics</p> <p>Formative Assessment:</p> <p>-Original Sonnet--Choose a style of sonnet and create your own original sonnet using characteristics and themes typically found in the</p>
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					<p>Renaissance sonnet. Share with the class.</p> <p>Summative Assessment:</p> <p>-Compare/ Contrast Reflection: Research and identify a contemporary carpe diem song; explain why it is carpe diem and compare/contrast it to one from the Renaissance in a brief reflection.</p> <p>-Original Sonnet--Choose a style of sonnet and create your own original sonnet using characteristics and themes typically found in the Renaissance sonnet. Share with the class.</p> <p>-Essays</p>
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NINE WEEKS 3

Division Required Assessments: ACPS Writing Prompt (persuasive/argument), NW3 Division Reading & Writing Assessment, Analytical (Expository)/Interpretive Essays, Persuasive/Argument Essays, and Reflective Essays

Ongoing Assessments: Common Assessments

THEME: 6. Ambition and Corruption (Renaissance Drama)

SKILLS TARGETED:

Evaluating media sources and motives
 Text Structure
 Drawing Conclusions

SKILLS SPIRALED:

Using multimodal tools
 Crediting information sources, Identifying plagiarism/Ethical use of the internet, Research/Referencing
 Collaboration
 Synthesize multiple streams of information
 Author's Purpose
 Character, Setting
 Compare/Contrast
 Locating Information
 Main Idea/ Details
 Retelling
 Context Clues, Vocabulary/Word Meaning
 Connotations/Denotations
 Analyzing key literary elements and figurative language
 New Information
 Organize Information, Composing, Revising
 Idioms

STRATEGY FOCUS: Making Connections, Determining Importance, Questioning, Visualizing, Summarizing, Monitoring Comprehension

APPROXIMATE TIME: 4 Weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
12.1a Select and effectively use multimodal tools to design and develop presentation content 12.1b Credit information sources	12.3a Use structural analysis of roots, affixes, synonyms and antonyms, to understand complex words 12.3b Use context,	12.6a Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a	12.8a Frame, analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product	Drama: <i>Macbeth, Othello, Hamlet, Taming of the Shrew</i> <i>The Witch</i> by Thomas Middleton Media:	Opening/Anticipatory Set: -Compare/Contrast a scene from Macbeth and another Renaissance play. Analyze how the two authors use key literary

<p>12.1c Demonstrate the ability to work collaboratively with diverse teams</p> <p>12.1d Anticipate and address alternative or opposing perspectives and counterclaims</p> <p>12.1e Evaluate the various techniques used to construct arguments in multimodal presentations</p> <p>12.1f Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues</p> <p>12.1g Critique effectiveness of multimodal presentations</p> <p>12.2a Describe possible cause and effect relationships between mass media coverage and public opinion</p> <p>12.2b Evaluate media sources for relationships between intent and factual content</p> <p>12.2c Evaluate the motives (e.g. social,</p>	<p>structure, and connotations to determine meanings of words and phrases</p> <p>12.3c Discriminate between connotative and denotative meanings and interpret the connotation</p> <p>12.3d Explain the meaning of common idioms, and literary and classical allusions in text</p> <p>12.3e Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing</p> <p>12.4a Compare and contrast the development of British literature in its historical context</p> <p>12.4b Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts</p> <p>12.4c Compare/ Contrast details in literary and informational nonfiction texts</p> <p>12.4d Interpret the</p>	<p>specific audience and purpose</p> <p>12.6b Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions</p> <p>12.6c Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence</p> <p>12.6d Blend multiple forms of writing including embedding a narrative to produce effective essays</p> <p>12.6e Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation</p> <p>12.6f Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented</p> <p>12.6g Revise writing for clarity of content, depth of information, and</p>	<p>12.8b Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias</p> <p>12.8c Critically evaluate the accuracy, quality, and validity of the information</p> <p>12.8d Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)</p> <p>12.8e Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information</p> <p>12.8f Demonstrate ethical use of the internet</p>	<p>Corresponding movie to the drama read Various Youtube videos Varsity Tutors www.varsitytutors.com/englishteacher/macbeth h</p> <p>"They Smack of Honor Both: Macbeth and a Nonfiction Source" by Maya McElroy http://www.folger.edu</p> <p>"Texts Related to the Themes and Ideas in Macbeth" by Cathy McDonnell www.slideshare.net/cmcconnell4/books-related-to-macbeth</p> <p>"Macbeth by Shakespeare" Newsela http://newsela.com</p> <p>"TEDTalk: Are We Really in Control of Our Own Decisions?" by Dan Ariely</p> <p>Nonfiction: "Theater: When Macbeth Shook the World of Astor Place" www.nytimes.com</p> <p>"Reading Shakespeare's Language" from The Folger Shakespeare Library edition of <i>Macbeth</i>, Eds. Barbara</p>	<p>elements to contribute to meaning and interpret how themes are connected across texts on a double bubble map. Then, write a paragraph that shares your findings.</p> <p>Guided Practice: -Macbeth close reading--Read several scenes from Macbeth and interpret the sound and imagery on a graphic organizer. Consider how these support the subject, mood, theme, and how they appeal to the reader's senses. Discuss as a class.</p> <p>Independent Practice: -After reading Compare/ Contrast a character of Macbeth to a contemporary person of power on a Double Bubble Map (king/queen, president, Prime Minister, etc.) Write an analytic/interpretive essay, sharing your findings.</p> <p>-SOL prompt</p> <p>-Read two nonfiction articles about the same event, one informational</p>
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<p>commercial, political) behind media presentations</p> <p>12.2d Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations</p> <p>12.2e Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content</p> <p>12.2f Manage, analyze, and synthesize multiple streams of simultaneous information</p> <p>12.2g Demonstrate ethical use of the internet when evaluating or producing creative or informational media messages</p>	<p>social and cultural function of British literature</p> <p>12.4e Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses</p> <p>12.4f Compare and contrast traditional and contemporary poems from many cultures</p> <p>12.4g Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures</p> <p>12.4h Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s)</p> <p>12.5a Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s)</p> <p>12.5b Identify and synthesize resources to make decisions, complete tasks, and solve specific problems</p>	<p>technique of presentation</p> <p>12.7a Use complex sentence structure to infuse sentence variety in writing</p> <p>12.7b Edit, proofread, and prepare writing for intended audience and purpose</p> <p>12.7c Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations</p>	<p>A. Mowat and Paul Werstine</p> <p>"Murder, King, and Scot, All Rolled into One Madman: Alan Cumming in 'Macbeth' at Lincoln Center Festival" by Charles Isherwood</p> <p>"Trump No Limits President": https://www.cnn.com/2017/07/21/politics/trump-no-limits-president/index.html</p> <p>"Donald Trump and the dangers of a strong presidency": https://www.washingtonpost.com/politics/donald-trump-and-the-dangers-of-a-strong-presidency/2016/07/30/69cfc686-55be-11e6-b7de-dfe509430c39_story.html?noredirect=on&utm_term=.6bea29012598</p> <p>"Trump's Abuse of Power": https://www.huffingtonpost.com/entry/trumps-abuse-of-power_us_5978c1d9e4b01cf1c4bb74c6</p> <p>Trump Political Cartoons: https://www.google.com/search?q=trump+power</p>	<p>and one literary. In a small group, Compare/ Contrast these articles and create a poster or visual to show the comparisons. Write as a persuasive or interpretive essay.</p> <p>-Vocabulary Tic Tac Toe-Choose a reading selection and have students complete a vocabulary analysis of words from the text.</p> <p>-Have students read "Out, Out" by Robert Frost and then use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text and author's point of view.</p> <p>Closure:</p> <ul style="list-style-type: none"> - exit ticket - sticky note questions - summarize day's lesson - review vocab -Thinking Map for summarizing day's topics -In your opinion, write a brief response to: Do
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	<p>12.5c Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions</p> <p>12.5d Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text</p> <p>12.5e Analyze false premises claims, counterclaims, and other evidence in persuasive/argument writing</p>			<p>r+and+authority+political+cartoon&safe=strict&rlz=1C1CHBF_enUS805US807&tbm=isch&tbo=u&source=univ&sa=X&ved=2ahUKewiKg8ixpeXcAhUDzVMKHqBcCfcQsAR6BAgAEAE&biw=1920&bih=925</p> <p>Tedtalks.com</p> <p>Novels: <i>Blood Will Out</i> by Walter Kirn <i>Beautiful Creatures</i> by Kami Garcia and Margaret Stohl <i>A Wrinkle in Time</i> by Madeleine L'Engle <i>Enter Three Witches</i> by Kate Gilmore <i>Exposure</i> by Amy Helmes and Kim Askew <i>Lady Macbeth's Daughter</i> by Lisa Klein <i>Macbeth</i> by Gareth Hinds <i>Something Wicked</i> by Alan Grantz <i>Tears of the Tiger</i> by Sharon Draper</p> <p>Poetry: <i>"Out Out"</i> by Robert Frost</p>	<p>you think that ambition is the driving force to corruption? Explain.</p> <p>-Give a brief summary of one character from the play. Use direct and indirect characterization to describe the character.</p> <p>-Select a symbol from the text. Discuss its meaning in relation to the text, and why you selected that symbol.</p> <p>Formative Assessment: -Motif/Theme Essay/ Paper-track a common motif throughout the play by using a tree map. Then, compose an essay detailing how this motif contributes to the overarching theme of the play.</p> <p>-Macbeth Trial/Debate--Put Macbeth on trial for murder. Afterward, write a brief which summarizes the key arguments of the trial.</p> <p>Summative Assessment: -Motif/Theme Essay/ Paper-track a common motif throughout the play by using a tree</p>
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				<p>"Musee des Beaux Arts" by W.H. Auden</p> <p>"Ozymandias" by Percy Bysshe Shelley</p> <p>John Donne poetry</p> <p>Functional Texts: Educate Entry Level Workers on Work Place Ethics</p> <p>Seven Ideas to Teach Students Work Ethic</p> <p>Work Ethic: 5 Easy Steps for Developing Work Ethic</p> <p>How to Ask for a Pay Raise</p> <p>How to Negotiate Salary: 37 Tips You Need To Know</p> <p>10 Things You Must Do to Achieve Your Goals</p> <p>6 Ways to Achieve Your Goals</p> <p>Setting and Reaching Your Goals</p> <p>Additional Paired Passages: Commonlit: -Excerpt from <i>The Prince</i> -On the Doctrine of the</p>	<p>map. Then, compose an essay detailing how this motif contributes to the overarching theme of the play.</p> <p>-Essays</p> <p>-Drama Project (Create 3D visual of scene, create Coat of Arms for a character, formal research paper, create hypothetical background story, rewrite a scene, perform a scene, write a song about the play, create and enact a news report on a major event in play)</p> <p>-Macbeth Trial/Debate--Put Macbeth on trial for murder. Afterward, write a brief which summarizes the key arguments of the trial.</p>
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				<p>Feeling of Power, Friedrich Nietzsche</p> <p>-Washington's Farewell Address, President George Washington</p> <p>-Cold War Rivals: Cuba and the United States, Mike Kubic</p> <p>-Watergate: Undoing a President, USHistory.org</p> <p>-Russia's Last Czar, Mike Kubic</p> <p>-Richard Nixon's Resignation Speech, President Richard M. Nixon</p> <p>-Senator Nixon's 'Checkers' Speech, Senator Richard M. Nixon</p> <p>-1897 Petition against the Annexation of Hawaii, National Archives</p> <p>CommonLit Text Sets for:</p> <p><i>-MacBeth</i> <i>-Hamlet</i> <i>-Othello</i></p> <p>Newsela Text Sets:</p> <p>-The Northern Renaissance</p> <p>-Renaissance: Rebirth of Europe & Start of the Modern Age</p> <p><i>-Othello</i> <i>-Hamlet</i> <i>-MacBeth</i> <i>-A Wrinkle in Time</i></p>	
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THEME: 7. Law, Order, and Revolution (Neoclassical Period and the Romantic Era)

SKILLS TARGETED:

Peer Review

Monitor/ Clarify

Understanding persuasive/argument techniques

SKILLS SPIRALED:

Using multimodal tools

Crediting information sources, Identifying plagiarism/Ethical use of the internet, Research/Referencing

Collaboration

Synthesize multiple streams of information, Managing multiple streams of information, Locating Information

Evaluating media sources and motives

Author's Purpose

Cause/ Effect, Compare/ Contrast, Problem/ Solution

Prediction

Text Structure

Summarizing, Questioning, Drawing Conclusions, Retelling

Important Events

New Information Setting

Fact/ Opinion

Vocabulary /Word Meaning, Context Clues, Connotations/Denotations

Main Idea/ Details

Analyzing key literary elements and figurative language

Composing, Revising

STRATEGY FOCUS: Monitoring comprehension, synthesizing, inferring/ predicting, visualizing, making connections, determining importance, questioning

APPROXIMATE TIME: 5 Weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
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<p>12.1a Select and effectively use multimodal tools to design and develop presentation content</p> <p>12.1b Credit information sources</p> <p>12.1c Demonstrate the ability to work collaboratively with diverse teams</p> <p>12.1d Anticipate and address alternative or opposing perspectives and counterclaims</p> <p>12.1e Evaluate the various techniques used to construct arguments in multimodal presentations</p> <p>12.1f Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues</p> <p>12.1g Critique effectiveness of multimodal presentations</p> <p>12.2a Describe possible cause and effect relationships between mass media coverage and public opinion</p>	<p>12.3a Use structural analysis of roots, affixes, synonyms and antonyms, to understand complex words</p> <p>12.3b Use context, structure, and connotations to determine meanings of words and phrases</p> <p>12.3c Discriminate between connotative and denotative meanings and interpret the connotation</p> <p>12.3d Explain the meaning of common idioms, and literary and classical allusions in text</p> <p>12.3e Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing</p> <p>12.4a Compare and contrast the development of British literature in its historical context</p> <p>12.4b Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts</p>	<p>12.6a Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose</p> <p>12.6b Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions</p> <p>12.6c Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence</p> <p>12.6d Blend multiple forms of writing including embedding a narrative to produce effective essays</p> <p>12.6e Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation</p> <p>12.6f Use words, phrases, clauses, and</p>	<p>12.8a Frame, analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product</p> <p>12.8b Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias</p> <p>12.8c Critically evaluate the accuracy, quality, and validity of the information</p> <p>12.8d Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)</p> <p>12.8e Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information</p> <p>12.8f Demonstrate</p>	<p>Drama: <i>A Modest Proposal</i> by Adam Sharp</p> <p><i>Widowers' Houses</i> by George Bernard Shaw</p> <p>Media: "Persuasive Techniques" by mymak2007 www.youtube.com/watch?v=AIQpt67L1es</p> <p>"A Modest Proposal"</p> <p>Romantic Era Music: Short Animation by Jason Oshman 2009. https://www.youtube.com/watch?v=4Tim_3ugy28</p> <p>Tedtalks.com</p> <p>Nonfiction: <i>A Modest Proposal</i> by Jonathan Swift</p> <p>"A Modest Proposal for 21st Century Ireland" by Jessica Traynor www.irishtimes.com/culture/books/a-modest-proposal-for-21st-century-ireland-1.3195727</p> <p>"Wealthy Teen Nearly Experiences Consequences" by The Onion Staff</p> <p>"An Idea that Might Yet</p>	<p>Opening/Anticipatory Set: -Write a Quick Write, reflection or letter responding to a poem. Be sure to comment on the poem's theme, figurative language, imagery and sound devices, their effectiveness, and how they contribute to the author's purpose for writing.</p> <p>Guided Practice: -Using a Tree Map or other thinking map, analyze persuasive/argument techniques and devices (logical, emotional, and ethical appeals, irony, understatement, hyperbole) used in <i>A Modest Proposal</i>. Using this information, write a brief response of how these devices helped the writer create a more convincing argument. Possibly write into a persuasive/argument essay.</p> <p>-Analyze patterns of organization, archaic words, rhyme and rhythm, inverted syntax, tone, and main idea of a nonfiction selection. Share your findings with a classmate. Write into</p>
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<p>12.2b Evaluate media sources for relationships between intent and factual content</p> <p>12.2c Evaluate the motives (e.g. social, commercial, political) behind media presentations</p> <p>12.2d Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations</p> <p>12.2e Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content</p> <p>12.2f Manage, analyze, and synthesize multiple streams of simultaneous information</p> <p>12.2g Demonstrate ethical use of the internet when evaluating or producing creative or informational media messages</p>	<p>12.4c Compare/ Contrast details in literary and informational nonfiction texts</p> <p>12.4d Interpret the social and cultural function of British literature</p> <p>12.4e Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses</p> <p>12.4f Compare and contrast traditional and contemporary poems from many cultures</p> <p>12.4h Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s)</p> <p>12.5a Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s)</p> <p>12.5b Identify and synthesize resources to make decisions, complete tasks, and solve specific problems</p>	<p>varied syntax to connect all parts of the argument creating cohesion from the information presented</p> <p>12.6g Revise writing for clarity of content, depth of information, and technique of presentation</p> <p>12.7a Use complex sentence structure to infuse sentence variety in writing</p> <p>12.7b Edit, proofread, and prepare writing for intended audience and purpose</p> <p>12.7c Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations</p>	<p>ethical use of the internet</p>	<p>Save America, a Modest Proposal" by The Distributist https://datadistributist.wordpress.com/2016/04/01/a-modest-proposal-ban-birth-control-for-the-rich-now/</p> <p>"Industrial Revolution Provides Millions of Out-Of-Work Children with Jobs" by The Onion https://www.theonion.com/industrial-revolution-provides-millions-of-out-of-work-1819571223</p> <p>From the <i>Diary of Samuel Pepys</i> "Top of the Food Chain"</p> <p>"Coleridge Describes his Addiction" pg. 603 in textbook</p> <p>"Science was a Muse to Inspire Romantic Art" www.npr.org/templates/story/story.php?storyId=112783081</p> <p>Novels: <i>Gulliver's Travels</i> by Jonathan Swift</p> <p><i>Animal Farm</i> by George Orwell</p> <p><i>Don Quixote</i> by Miguel de Cervantes</p> <p><i>Frankenstein</i> by Mary</p>	<p>an analytic/interpretive essay.</p> <p>-Identifying Bias in News Sources</p> <p>Independent Practice: -Tree Map Poster--After reading several Romantic Era poems, highlight and identify elements of the supernatural, nature, and innocence using a Tree Map. Then, create a visual poster or presentation which shows the best examples from each poem.</p> <p>-SOL prompt</p> <p>-Letter to the World-In the style of the Neoclassical author, students will write a persuasive/argument letter to future generations with the desire to eliminate a major societal or world problem.</p> <p>-Analyze the way in which the theme of a selection represents a comment on life using evidence from the text. Write a properly cited one page analytical essay.</p>
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	<p>12.5c Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions</p> <p>12.5d Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text</p> <p>12.5e Analyze false premises claims, counterclaims, and other evidence in persuasive/argument writing</p>			<p>Shelley</p> <p>Novels of Jane Austen</p> <p><i>Evolution, Me, and Other Freaks of Nature</i> by Robin Brande</p> <p>Poetry: “A Description of a City Shower” by Jonathan Swift</p> <p>“A Satirical Elegy on the Death of a Late Famous General” by Jonathan Swift</p> <p>“Heroic Couplets” by Alexander Pope</p> <p>William Blake poems (“The Tyger”, “The Lamb”, “A Poison Tree”, “Chimney Sweeper” - (“Songs of Innocence and Songs of Experience”)</p> <p>Wordsworth (“The World is Too Much With Us”)</p> <p>Tankas and Haikus</p> <p>Coleridge (“Kubla Khan”, “The Rime of the Ancient Mariner”)</p> <p>Percy Bysshe Shelley (“Ozymandias”, “Ode to the West Wind”)</p> <p>Wordsworth Poems</p>	<p>-Use a double bubble map or Venn diagram to compare and contrast two different poems. Then, using your map, write a 1-2 page essay comparing and contrasting the two poems. Write into an interpretive/analytical essay.</p> <p>Closure:</p> <ul style="list-style-type: none"> - exit ticket - sticky note questions - summarize day’s lesson - review vocab <p>-Thinking Map for summarizing day’s topics</p> <p>-Visualize a poem by creating or illustrating a scene or setting from the selected poem.</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> -Poet’s Corner Activity-Research a famous poet’s style, poetry, general themes, education, and background. After reading several of their poems, write an original o poem in the style of this author and share it
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				<p>("We are Seven", "Daffodils", "Composed upon Westminster Bridge")</p> <p>Keats ("Ode to a Nightingale" "Ode to a Grecian Urn")</p> <p>Short Fiction: Gothic Classic Comics</p> <p>Functional Documents An Introduction to Satire</p> <p>Persuasive Techniques</p> <p>How to Detect Bias in News Media</p> <p>Additional Resources and Text Sets: CommonLit: -Thematic Text Set: How do people create change? -Thematic Text Set: Why do people Resist Change? -Novel Text Set: -<i>Frankenstein</i> -<i>Animal Farm</i></p> <p>Newsela: Novel Text Set: -Don Quixote -Frankenstein</p>	<p>with the class.</p> <p>-Modern Satire-In the style of Swift and other Neoclassical writers, create a satire of a modern policy, event, rule, law, idea, or decision that you do not agree with or that you find frustrating or annoying. Revise product and then present to the class.</p> <p>-Using a SIFT or TP-CASTT graphic organizer, analyze figurative language, sound devices, symbolism, tone and theme of multiple poems. Then, choose two selections and write a compare/contrast paper detailing your findings.</p> <p>Summative Assessment:</p> <p>-A Modest Proposal Poster--With a partner, create an advertisement or propaganda poster illustrating and highlighting Swift's reasons for "eating babies" from <i>A Modest Proposal</i>. Consider also author's point of view. Present it to the class.</p>
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					<p>-Essays</p> <p>-Poet's Corner Activity-Research a famous poet's style, poetry, general themes, education, and background. After reading several of their poems, write an original poem in the style of this author and share it with the class.</p> <p>-Modern Satire-In the style of Swift and other Neoclassical writers, create a satire of a modern policy, event, rule, law, idea, or decision that you do not agree with or that you find frustrating or annoying. Revise product and then present to the class.</p> <p>-Using a SIFT or TP-CASTT graphic organizer, analyze figurative language, sound devices, symbolism, tone and theme of multiple poems. Then, choose two selections and write a compare/contrast paper detailing your findings.</p> <p>-Write an apostrophe in the same style as</p>
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					Shelley or Keats. Be sure to include figurative language, rhyme, sound devices, and imagery in your drafts. Revise and edit selection multiple times. Afterward, write a reflective response on the editing and revision process stating how and why you chose to change certain elements.
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NINE WEEKS 4

Division Required Assessments: ACPS Writing Prompt (persuasive/argument), NW4 Division Reading & Writing Assessment, Analytical (Expository)/Interpretive Essays, Persuasive/Argument Essays, and Reflective Essays

Ongoing Assessments: Common Assessments

THEME: 8. Morality and Realism (Victorian Period)

SKILLS TARGETED:

Conflict/ Resolution

SKILLS SPIRALED:

Using multimodal tools

Crediting information sources

Collaboration

Synthesize multiple streams of information

Peer Review

Evaluating media sources and motives

Managing multiple streams of information

Author's Purpose

Cause/ Effect

Compare/ Contrast

New Information

Prediction

Problem/ Solution
 Text Structure
 Summarizing
 Questioning
 Important Events
 Setting
 Drawing Conclusions
 Fact/ Opinion
 Monitor/ Clarify
 Vocabulary /Word Meaning
 Locating Information
 Main Idea/ Details
 Retelling
 Context Clues
 Connotations/Denotations
 Analyzing key literary elements and figurative language
 Understanding persuasive/argument techniques
 Research/Referencing
 Composing
 Revising
 Identifying plagiarism/Ethical use of the internet

STRATEGY FOCUS: Monitoring comprehension, synthesizing, inferring/ predicting, visualizing, making connections, determining importance, questioning

APPROXIMATE TIME: 4 Weeks

COMMUNICATION /MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
12.1a Select and effectively use multimodal tools to design and develop presentation content 12.1c Demonstrate the ability to work	12.3a Use structural analysis of roots, affixes, synonyms and antonyms, to understand complex words 12.3b Use context,	12.6a Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a	12.8a Frame, analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product	Media: <i>Alice in Wonderland</i> (Animation or Live Version) <i>Speak</i> <i>A Monster Calls</i>	Opening/Anticipatory Set: -Symbolism in Poetry- Analyze symbolism in poetry using a graphic organizer of your choice. Then discuss your findings with the class.

<p>collaboratively with diverse teams</p> <p>12.1f Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues</p> <p>12.1g Critique effectiveness of multimodal presentations</p> <p>12.2f Manage, analyze, and synthesize multiple streams of simultaneous information</p> <p>12.2g Demonstrate ethical use of the internet when evaluating or producing creative or informational media messages</p>	<p>structure, and connotations to determine meanings of words and phrases</p> <p>12.3c Discriminate between connotative and denotative meanings and interpret the connotation</p> <p>12.3d Explain the meaning of common idioms, and literary and classical allusions in text</p> <p>12.3e Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing</p> <p>12.4a Compare and contrast the development of British literature in its historical context</p> <p>12.4b Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts</p> <p>12.4c Compare/Contrast details in literary and informational nonfiction texts</p> <p>12.4d Interpret the</p>	<p>specific audience and purpose</p> <p>12.6b Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions</p> <p>12.6c Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence</p> <p>12.6d Blend multiple forms of writing including embedding a narrative to produce effective essays</p> <p>12.6e Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation</p> <p>12.6f Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented</p> <p>12.6g Revise writing for clarity of content, depth</p>	<p>12.8b Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias</p> <p>12.8c Critically evaluate the accuracy, quality, and validity of the information</p> <p>12.8d Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)</p> <p>12.8e Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information</p> <p>12.8f Demonstrate ethical use of the internet</p>	<p><i>Owl Man</i></p> <p><i>Dracula</i></p> <p><i>Frankenstein</i></p> <p>Tolkien movies</p> <p><i>Oliver Twist</i></p> <p><i>A Tale of Two Cities</i></p> <p><i>Tess of the D'Urbervilles</i></p> <p>Dr. Who</p> <p>Morality Quiz https://www.proprofs.com/quiz-school/story.php?title=morality-quiz</p> <p>Nonfiction: "Ghost Stories: Why the Victorians were so Spookily Good at Them" https://www.theguardian.com/books/2013/dec/23/ghost-stories-victorians-spookily-good</p> <p>"The Victorian Supernatural" by Roger Luckhurst https://www.bl.uk/romantics-and-victorians/articles/the-victorian-supernatural</p> <p>"Death and Other Grave Matters"</p> <p>Novels:</p>	<p>-Analyze patterns of organization, archaic words, rhyme and rhythm, inverted syntax in a text by using a Concept Map. Share with a friend.</p> <p>Guided Practice: -Write college and job applications and analyze/write workplace documents.</p> <p>Independent Practice - Dramatic Monologue Analysis- Analyze a dramatic monologue and use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s)</p> <p>-SOL prompt</p> <p>-Write college and job applications and analyze/write workplace documents.</p> <p>-Imagery Tree Map-find examples of the five different types of imagery by using a Tree Map. Create a poster to share with the class which best demonstrates these examples.</p>
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	<p>social and cultural function of British literature</p> <p>12.4e Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses</p> <p>12.4f Compare and contrast traditional and contemporary poems from many cultures</p> <p>12.4h Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s)</p> <p>12.5a Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s)</p> <p>12.5b Identify and synthesize resources to make decisions, complete tasks, and solve specific problems</p> <p>12.5d Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text</p>	<p>of information, and technique of presentation</p> <p>12.7a Use complex sentence structure to infuse sentence variety in writing</p> <p>12.7b Edit, proofread, and prepare writing for intended audience and purpose</p> <p>12.7c Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations</p>		<p><i>Alice in Wonderland</i></p> <p><i>The Ocean at the End of the Lane</i></p> <p><i>Skellig</i></p> <p><i>A Monster Calls</i></p> <p><i>Speak</i></p> <p><i>Dracula</i></p> <p>Works of J.R.R. Tolkien</p> <p><i>Tess of the D'urbervilles</i></p> <p><i>A Tale of Two Cities</i></p> <p><i>Oliver Twist</i></p> <p><i>Frankenstein</i></p> <p><i>The Woman in White</i></p> <p><i>The Strange Case of Dr. Jekyll and Mr. Hyde</i></p> <p><i>Peter Pan</i></p> <p><i>Turn of the Screw</i></p> <p>Poetry: <i>"Ulysses"</i>, Alfred, Lord Tennyson</p> <p><i>"My Last Duchess"</i>. Robert Browning</p> <p><i>"Sonnet 43"</i>, Elizabeth Barrett Browning</p> <p><i>"Dover Beach"</i>, Matthew Arnold</p>	<p>-Write a letter to an author responding to a poem. In this letter, articulate your thoughts, feelings, and questions concerning the poem's content.</p> <p>-Visualize a poem by creating or illustrating a scene or setting from the selected poem. Explain the imagery the poet used in an analytical/interpretive essay. Or, write a reflective essay.</p> <p>-Analyze the way in which the theme of a selection represents a comment on life using evidence from the text and write an analytical essay.</p> <p>-Question activity- After reading two stories that share a similar theme, create a series of questions that are literal, inferential, and evaluative and have a neighbor complete them.</p> <p>Closure: - exit ticket</p> <p>- sticky note questions</p> <p>- summarize day's lesson</p>
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				<p>"To an Athlete Dying Young". A. E. Housman</p> <p>"The Lady of Shalott" by Alfred, Lord Tennyson</p> <p>"Porphyria's Lover" by Robert Browning</p> <p>Short Fiction: "Half-Mown Law" by Dan Powell</p> <p>"We Wave and Call" "A Haunted House" by Wilkie Collins</p> <p>"Rocking Horse Winner" "The Mark of the Beast" "How Much Land Does a Man Need?" by Tolstoy</p> <p>"The Bet" by Chekhov</p> <p>"The Jewels" by Guy de Maupassant</p> <p>Additional Resources: Commonlit: <i>Novel Text Sets:</i> <i>-Frankenstein</i></p> <p>Newsela: Novel Text Sets: <i>-A Monster Calls</i> <i>-A Tale of Two Cities</i> <i>-Frankenstein</i> <i>-The Strange Case of Dr. Jekyll and Mr. Hyde</i></p> <p>Functional Texts: Photoshop Tutorial: How</p>	<p>- review vocab</p> <p>-Thinking Map for summarizing day's topics</p> <p>-Compare/Contrast Double Bubble Map-Work with a partner to Compare and contrast a narrative and informational text after reading two different nonfiction selections.</p> <p>Formative Assessment:</p> <p>-Questions from the texts with MLA support.</p> <p>-Annotations of the texts.</p> <p>Summative Assessment:</p> <p>-Essays</p> <p>-Historical Context Essay-Write an essay analyzing a Victorian poem and how it reflects the development of British literature in its historical context.</p> <p>-Write an analytical essay comparing and contrasting two poems Compare and contrast a Victorian period artwork</p>
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				to Make a Collage in Photoshop	to a period text. Analyze both for similar or different symbols, ideas, themes, etc.
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THEME: 9. Identity

SKILLS SPIRALED:

Using multimodal tools
Crediting information sources
Collaboration
Peer Critique
New Information
Author's purpose
Character
Predictions
Compare/Contrast
Conflict/Resolution
Locating Information
New Information
Main Idea/ Details
Summarizing
Context Clue

Drawing Conclusions
 Organize Information
 Monitor/ Clarify
 Vocabulary/Word Meaning
 Setting
 Important Events
 New Information
 Questioning
 Reference/ Research
 Composing
 Revising

STRATEGY FOCUS: Monitoring comprehension, synthesizing, inferring/ predicting, visualizing, making connections, determining importance, questioning

APPROXIMATE TIME: 4 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>12.1a Select and effectively use multimodal tools to design and develop presentation content</p> <p>12.1b Credit information sources</p> <p>12.1f Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues</p> <p>12.1g Critique effectiveness of</p>	<p>12.3e Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing</p> <p>12.5a Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s)</p> <p>12.5b Identify and synthesize resources to make decisions, complete tasks, and solve specific problems</p>	<p>12.6h Write and revise to a standard acceptable both in the workplace and in postsecondary education</p> <p>12.6i Write to clearly describe personal qualifications for potential occupational or educational opportunities</p> <p>12.7a Use complex sentence structure to infuse sentence variety in writing</p> <p>12.7b Edit, proofread,</p>	<p>12.8a Frame, analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product</p> <p>12.8b Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias</p> <p>12.8c Critically evaluate the accuracy, quality,</p>	<p>Drama: <i>The Importance of Being Earnest</i>, Oscar Wilde <i>Gross Indecency: the Three Trials of Oscar Wilde</i>, Moises Kaufman <i>Oliver Twist</i> Cast by Tom Robinson Media: <i>Speak</i> <i>Frankenstein</i> <i>Oscar Wilde</i></p>	<p>Opening/Anticipatory Set: -Journal Response-What evidence of identity crises do you see in the literature we have read in this unit?</p> <p>Guided Practice: - Highlight sound devices- read a poem and highlight different sound devices using different colors. Include a key and share with a friend.</p> <p>-Write college and job</p>

multimodal presentations		<p>and prepare writing for intended audience and purpose</p> <p>12.7c Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations</p>	<p>and validity of the information</p> <p>12.8d Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)</p> <p>12.8e Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information</p> <p>12.8f Demonstrate ethical use of the internet</p>	<p><i>Tarzan</i></p> <p><i>Ella Enchanted</i></p> <p><i>Mr. Turner (2014)</i></p> <p><i>Jude (1996)</i></p> <p><i>Angels and Insects (1995)</i></p> <p><i>Mrs. Brown (1997)</i></p> <p><i>The Elephant Man (1980)</i></p> <p><i>The Picture of Dorian Gray (1945)</i></p> <p><i>Great Expectations (1946)</i></p> <p>"Victorian Literature and Cultures: Sites for Online Research" http://crin.acrl.org</p> <p>"19th Century Nonfiction Texts: Crime and Punishment" http://www.bl.uk</p> <p>"Your Free Career Test" https://www.yourfreecareertest.com/</p> <p>"College Grad Careers" https://collegegrad.com/careers/all</p> <p>"Career One Stop: Your Source for Career Exploration, Training,</p>	<p>applications and analyze/write workplace documents.</p> <p>-Identity Project-Students will take surveys and complete a meta-analysis of their results</p> <p>-Read "The Demon Lover" and then draw and state inferences from textual clues. Use a tree map or chart to share your information with the class.</p> <p>Independent Practice:</p> <p>-Complete a job application of your choice</p> <p>-Completed evaluation of peers' presentations</p> <p>-Internal/External Conflict--after reading Analyze conflict in a story by using a Tree Map or Multi-Flow Map and then write a brief analysis of why this information is important in understanding the character or narrator. Write into an analytical/interpretive essay.</p> <p>-Write college and job applications and</p>
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				<p>and Jobs” https://www.careeronestop.org/</p> <p>“United States Department of Labor: Bureau of Labor Statistics” https://www.bls.gov/</p> <p>“O*Net OnLine” https://www.onetonline.org/</p> <p>TedTalks.com</p> <p>Nonfiction: <i>Careers: A Graphic Guide to Finding the Perfect Job for You</i> by DK Children</p> <p><i>What Color is Your Parachute?</i> By Richard Bolles</p> <p>“How to Sell Yourself in a Job Interview” by Charles Purdy www.monster.com</p> <p>“The Soul of a Man Under Socialism”, Oscar Wilde</p> <p><i>Victorian Literature: A Collection of Fiction and Nonfiction</i> by Linda Marland</p> <p>“On The Bottom” from <i>Survival in Auschwitz</i> by Primo Levi</p>	<p>analyze/write workplace documents.</p> <p>-SQL prompt</p> <p>-Use a Thinking Map(s) of your choice to analyze two different war poems with similar themes or ideas.</p> <p>-Character Identity-Analyze influences on characters (such as internal and external conflict and motivation) and the way those influences affect the character’s identity. Then write a 1-2 page analysis essay/paper which shares your claims.</p> <p>-Compare/Contrast Double Bubble Map-Work with a partner to Compare and contrast a narrative and informational text after reading two different nonfiction selections. Summarize the important points you noted. Write a reflective essay about it.</p> <p>-Question activity- After reading two stories that share a similar theme, create a series of questions that are</p>
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				<p>"Shooting an Elephant" by Orwell</p> <p>"The War" by Duras</p> <p>"Blood, Sweat, and Tears" by Winston Churchill</p> <p>"Shakespeare's Sister" by Virginia Woolf</p> <p>"I Believe in a British Empire" by Joseph Chamberlain</p> <p>"The Noble Mansion of Free India" by Jawaharlal Nehru</p> <p>Novels: <i>A Portrait of Dorian Gray</i></p> <p><i>Great Expectations</i></p> <p><i>Speak</i></p> <p><i>Frankenstein</i></p> <p><i>Oscar Wilde</i></p> <p><i>Tarzan</i></p> <p><i>Wuthering Heights</i></p> <p><i>Robinson Crusoe</i></p> <p><i>The Strange Case of Dr. Jekyll and Mr. Hyde</i></p> <p>Poetry: If-"", Rudyard Kipling World War I and II</p>	<p>literal, inferential, and evaluative and have a neighbor complete them.</p> <p>Closure:</p> <ul style="list-style-type: none"> - exit ticket - sticky note questions - summarize day's lesson - review vocab -Thinking Map for summarizing day's topics <p>Formative Assessment:</p> <ul style="list-style-type: none"> -Create of Personalized Resume -Career Research Project-Create and present a multimodal presentation or compose a researched essay on a career of your choice. It must be properly researched and cited. Present this information to the class. -Create an artistic interpretation of a poem (ie.g: 3D visualization or an illustration of a poem's setting) - Write an essay comparing and contrasting a poem to a
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				<p>poetry</p> <p>"Dulce et Decorum Est" by Wilfred Owen</p> <p>"The Rear Guard" by Siegfried Sassoon</p> <p>"The Hollow Men" by T.S. Eliot</p> <p>"Never Shall I Forget" by Elie Wiesel</p> <p>"The End and the Beginning" by Szymborska</p> <p>"The Second Coming" by Yeats</p> <p>"The Lake Isle of Innisfree" by Yeats</p> <p>"Fern Hill" by Dylan Thomas</p> <p>"Do Not Go Gentle Into that Good Night" by Dylan Thomas</p> <p>Short Fiction:</p> <p>"The Happy Prince", Oscar Wilde</p> <p>"The Destroyers" by Graham Greene</p> <p>"The Silver Fifty-Sen Pieces" by Kawabata</p> <p>"No Witchcraft for Sale" by Lessing</p>	<p>song</p> <p>-Analyze the way the theme of a selection represents a comment on life. Create a poster, picture, or other visual and share this information with the class.</p> <p>Summative Assessment:</p> <p>-Essays</p> <p>-Create of Personalized Resume</p> <p>-Career Research Project-Create and present a multimodal presentation or compose a researched essay on a career of your choice. It must be properly researched and cited. Present this information to the class.</p> <p>-Create an artistic interpretation of a poem (ie.g: 3D visualization or an illustration of a poem's setting)</p> <p>- Write an essay comparing and contrasting a poem to a song</p> <p>-Analyze the way the theme of the selection</p>
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				<p>"Once Upon a Time" by Nadine Gordimer</p> <p>"Marriage is a Private Affair" by Achebe</p> <p>"Araby" by James Joyce</p> <p>"The Demon Lover" by Elizabeth Owen</p> <p>"The Doll's House" by Katherine Mansfield</p> <p>Functional Documents</p> <p>Resume Writing Tips</p> <p>How to Write a Resume</p> <p>Sample Resume High School Student</p> <p>How to Fill Out a Job Application</p> <p>Job Application Tips for Teenagers</p> <p>How to Fill Out a Job Application Correctly</p> <p>How to Fill Out a Job Application Online</p> <p>8 Do's and Don'ts When You Apply for A Job</p> <p>Additional Resources</p> <p>CommonLit:</p> <ul style="list-style-type: none"> -Thematic Text Sets: <ul style="list-style-type: none"> -Can you change your identity? -What makes you who you are? - Novel Text Sets: 	<p>represents a comment on life. Create a poster, picture, or other visual and share this information with the class.</p>
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				- <i>Frankenstein</i> Newsela: -Novel Text Sets: - <i>Frankenstein</i> - <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>	
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*Remaining days of instruction will be spent to review previously taught content.

VDOE SKILL PROGRESSION CHARTS

Key for Progression Charts

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced and appears in the grade-level reading standards.	I
The skill is not formally introduced in the grade level reading standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades.	P

Strand: Communication and Multimodal Literacies

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Listen actively and speak using agreed-upon rules for discussion.	I	I	I	I	I	P	P	P	P	P	P	P	P
Follow implicit rules for conversation, including taking turns and staying on topic.	I	I	P	P	P	P	P	P	P	P	P	P	P
Listen and speak in informal conversations with peers and adults.	I	I	P	P	P	P	P	P	P	P	P	P	P

Discuss various texts and topics collaboratively and with partners.	I	I	I	P	P	P	P	P	P	P	P	P	P
Use voice level, phrasing, and intonation appropriate for various language situations.	I	I	I	P	P	P	P	P	P	P	P	P	P
Ask how and why questions to seek help, get information, or clarify information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Work respectfully with others.	I	I	I	I	P	P	P	P	P	P	P	P	P
Listen and respond to a variety of text and media.	I	I	P	P	P	P	P	P	P	P	P	P	P
Initiate conversation with peers and adults	-	I	P	P	P	P	P	P	P	P	P	P	P
Adapt or change oral language to fit the situation.	-	I	I	I	I	I	I	I	P	P	P	P	P
Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.	-	-	I	I	I	I	I	I	P	P	P	P	P
Share information orally with appropriate facts and relevant details.	-	-	I	I	P	P	P	P	P	P	P	P	P
Participate as a contributor and leader in collaborative and partner discussions.	-	-	I	I	I	I	P	P	P	P	P	P	P
Create a simple presentation using multimodal tools.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.	-	-	-	I	I	I	P	P	P	P	P	P	P
Orally summarize information expressing ideas clearly.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use language appropriate for context and audience.	-	-	-	I	I	I	P	P	P	P	P	P	P
Organize ideas sequentially or around major points of information using appropriate facts and relevant details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Contribute to group discussions across content areas.	-	-	-	-	I	I	P	P	P	P	P	P	P
Connect comments to the remarks of others.	-	-	-	-	I	I	I	I	P	P	P	P	P
Use specific vocabulary to communicate ideas.	-	-	-	-	I	I	P	P	P	P	P	P	P
Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.	-	-	-	-	I	I	I	P	P	P	P	P	P
Locate, organize, and analyze information from a variety of multimodal texts.	-	-	-	-	I	I	I	I	I	P	P	P	P
Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal, interactive presentations.	-	-	-	-	-	-	I	P	P	P	P	P	P
Evaluate group activities.	-	-	-	-	-	-	I	P	P	P	P	P	P
Analyze the effectiveness of participant interactions.	-	-	-	-	-	-	I	I	I	P	P	P	P
Evaluate one's own contributions to discussions.	-	-	-	-	-	-	I	I	I	P	P	P	P
Give collaborative and individual, formal and informal, interactive presentations.	-	-	-	-	-	-	I	I	I	P	P	P	P
Make statements to communicate agreement or tactful disagreement with others' ideas.	-	-	-	-	-	-	-	I	I	I	P	P	P
Exhibit willingness to make necessary compromises to accomplish a goal.	-	-	-	-	-	-	-	I	I	I	I	P	P
Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	-	-	-	-	-	-	-	-	I	I	I	P	P

Select, organize, and create multimodal content that encompasses opposing points of view.	-	-	-	-	-	-	-	-	I	I	I	I	P
Respond to audience questions and comments.	-	-	-	-	-	-	-	-	I	I	P	P	P
Differentiate between Standard English and informal language.	-	-	-	-	-	-	-	-	I	P	P	P	P
Evaluate presentations.	-	-	-	-	-	-	-	-	I	I	I	P	P
Assist with setting rules for group work, including informal consensus, taking votes on key issues, presentation of alternate views, and goal setting.	-	-	-	-	-	-	-	-	-	I	I	I	I
Access, critically evaluate, and use information accurately to solve problems.	-	-	-	-	-	-	-	-	-	-	I	I	I
Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric and identify any faulty reasoning.	-	-	-	-	-	-	-	-	-	-	I	I	I
Anticipate and address alternative or opposing perspectives and counterclaims.	-	-	-	-	-	-	-	-	-	-	-	I	I
Evaluate various techniques used to construct arguments in multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	I	I
Critique effectiveness of multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	-	I
Media Literacy	-	-	-	-	-	-	-	-	-	-	-	-	-
Differentiate between auditory, visual, and written media messages and their purposes.	-	-	-	-	I	I	P	P	P	P	P	P	P
Compare and contrast how ideas and topics are depicted in a variety of media and formats.	-	-	-	-	I	I	I	I	P	P	P	P	P
Identify the purpose and audience of auditory, visual, and written media messages.	-	-	-	-	-	I	I	I	I	P	P	P	P
Identify the characteristics and effectiveness of a variety of media messages.	-	-	-	-	-	I	I	I	I	P	P	P	P
Interpret information presented in diverse media formats and explain how it contributes to the topic.	-	-	-	-	-	-	I	I	I	P	P	P	P
Craft and publish audience-specific media messages.	-	-	-	-	-	-	I	I	I	P	P	P	P
Identify persuasive/argument/informative techniques used in media.	-	-	-	-	-	-	-	I	I	I	P	P	P
Distinguish between fact and opinion, and between evidence and inference.	-	-	-	-	-	-	-	I	I	P	P	P	P
Describe how word choice, visual images, and sound convey a viewpoint.	-	-	-	-	-	-	-	I	I	P	P	P	P
Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.	-	-	-	-	-	-	-	-	I	I	P	P	P
Evaluate sources for relationships between intent and factual content.	-	-	-	-	-	-	-	-	I	I	P	P	P
Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).	-	-	-	-	-	-	-	-	I	I	P	P	P
Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.	-	-	-	-	-	-	-	-	I	I	P	P	P

Describe possible cause-and-effect relationships between mass media coverage and public opinion trends.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Monitor, analyze, and use multiple streams of simultaneous information.	-	-	-	-	-	-	-	-	-	-	I	I	I	P
Analyze the impact of selected media formats on meaning.	-	-	-	-	-	-	-	-	-	-	-	I	P	P

Strand: Reading

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Relate previous experiences to what is read.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify text features.	I	I	I	I	P	P	P	P	P	P	P	P	P
Set a purpose for reading.	-	I	I	I	P	P	P	P	P	P	P	P	P
Make and confirm predictions.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify theme.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify the main idea.	-	I	I	I	P	P	P	P	P	P	P	P	P
Ask and answer questions using the text for support.	-	-	I	I	I	I	P	P	P	P	P	P	P
Describe characters, setting, and plot events in fiction and poetry.	-	-	I	I	I	I	P	P	P	P	P	P	P
Identify the conflict and resolution.	-	-	I	I	I	P	P	P	P	P	P	P	P
Summarize stories and events with beginning, middle, and end in the correct sequence.	-	-	I	I	I	P	P	P	P	P	P	P	P
Draw conclusions based on the text.	-	-	I	I	I	P	P	P	P	P	P	P	P
Make connections between reading selections.	-	-	-	I	I	I	I	P	P	P	P	P	P
Compare and contrast settings, characters, and plot events.	-	-	-	I	I	I	P	P	P	P	P	P	P
Differentiate between fiction and nonfiction.	-	-	-	I	I	P	P	P	P	P	P	P	P
Identify the author's purpose.	-	-	-	I	I	I	P	P	P	P	P	P	P
Summarize information found in nonfiction texts.	-	-	-	I	I	I	P	P	P	P	P	P	P
Identify supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Describe how the choice of language, setting, and characters contributes to the development of plot.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify genres.	-	-	-	-	I	I	P	P	P	P	P	P	P
Draw conclusions/make inferences about text using the text as support.	-	-	-	-	I	I	P	P	P	P	P	P	P
Compare/contrast details in literary and informational nonfiction texts.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify cause-and-effect relationships.	-	-	-	-	I	I	P	P	P	P	P	P	P
Distinguish between fact and opinion.	-	-	-	-	I	I	P	P	P	P	P	P	P
Discuss the impact of setting on plot development.	-	-	-	-	-	I	I	P	P	P	P	P	P
Describe character development.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between first and third person point of view.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between free verse and rhymed poetry.	-	-	-	-	-	I	I	P	P	P	P	P	P
Explain how an author's choice of vocabulary contributes to the author's style.	-	-	-	-	-	I	I	I	P	P	P	P	P

Skim materials to develop a general overview of content and to locate specific information.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify organizational pattern(s).	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify transitional words and phrases that signal an author's organizational pattern.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.	-	-	-	-	-	-	I	I	I	P	P	P	P
Describe how word choice and imagery contribute to the meaning of a text.	-	-	-	-	-	-	I	I	I	P	P	P	P
Identify and analyze the author's use of figurative language.	-	-	-	-	-	-	I	I	I	P	P	P	P
Analyze ideas within and between selections providing textual evidence.	-	-	-	-	-	-	I	I	I	I	P	P	P
Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.	-	-	-	-	-	-	-	I	I	I	P	P	P
Identify the source, viewpoint, and purpose of texts.	-	-	-	-	-	-	-	I	I	I	P	P	P
Explain the use of symbols and figurative language.	-	-	-	-	-	-	-	-	I	I	P	P	P
Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.	-	-	-	-	-	-	-	-	I	I	P	P	P
Compare and contrast authors' styles.	-	-	-	-	-	-	-	-	I	I	P	P	P
Analyze details for relevance and accuracy.	-	-	-	-	-	-	-	-	I	I	P	P	P
Identify the characteristics that distinguish literary forms.	-	-	-	-	-	-	-	-	-	I	P	P	P
Analyze the cultural or social function of a literary text.	-	-	-	-	-	-	-	-	-	I	I	P	P
Explain the influence of historical context on the form, style, and point of view of a written work.	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify characteristics of expository, technical, and persuasive/argument texts.	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify a position/argument to be confirmed, disproved, or modified.	-	-	-	-	-	-	-	-	-	I	I	P	P
Evaluate clarity and accuracy of information.	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.	-	-	-	-	-	-	-	-	-	I	I	P	P
Examine a literary selection from several critical perspectives.	-	-	-	-	-	-	-	-	-	-	I	I	P
Compare and contrast character development in a play to characterization in other literary forms.	-	-	-	-	-	-	-	-	-	-	I	I	P
Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.	-	-	-	-	-	-	-	-	-	-	I	I	P
Analyze literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.	-	-	-	-	-	-	-	-	-	-	-	I	I
Analyze the use of dramatic conventions.	-	-	-	-	-	-	-	-	-	-	-	I	I
Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical-thinking questions about the text(s).	-	-	-	-	-	-	-	-	-	-	-	I	I
Read and correctly interpret an application for employment, workplace documents, or an application for college admission.	-	-	-	-	-	-	-	-	-	-	-	I	I
Analyze technical writing for clarity.	-	-	-	-	-	-	-	-	-	-	-	I	I

Analyze false premises, claims, counterclaims, and other evidence in persuasive/argument writing.	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.	-	-	-	-	-	-	-	-	-	-	-	-	-	I

Strand: Writing

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Differentiate pictures from writing.	I	P	P	P	P	P	P	P	P	P	P	P	P
Generate ideas.	I	I	I	P	P	P	P	P	P	P	P	P	P
Compose simple sentences.	I	I	I	P	P	P	P	P	P	P	P	P	P
Begin each sentence with a capital letter and use ending punctuation.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify audience and purpose.	-	I	I	I	I	P	P	P	P	P	P	P	P
Use prewriting activities.	-	I	I	I	I	I	I	P	P	P	P	P	P
Focus on one topic.	-	I	I	I	P	P	P	P	P	P	P	P	P
Organize writing to suit purpose.	-	I	I	I	P	P	P	P	P	P	P	P	P
Revise writing by adding description.	-	I	I	I	P	P	P	P	P	P	P	P	P
Write an opinion and give a reason.	-	I	I	I	I	P	P	P	P	P	P	P	P
Engage in the writing process.	-	-	I	I	I	I	P	P	P	P	P	P	P
Use strategies for organization according to writing type.	-	-	I	I	I	I	P	P	P	P	P	P	P
Organize writing to include a beginning, middle and end.	-	-	I	I	P	P	P	P	P	P	P	P	P
Write facts to support the main idea.	-	-	I	I	I	P	P	P	P	P	P	P	P
Revise writing for clarity.	-	-	I	I	I	I	P	P	P	P	P	P	P
Write a clear topic sentence focusing on main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P
Elaborate by adding supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use transition words for sentence variety.	-	-	-	I	I	I	P	P	P	P	P	P	P
Give fact based support for opinions.	-	-	-	I	I	I	P	P	P	P	P	P	P
Write a paragraph focusing on a main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P
Select audience and purpose.	-	-	-	-	I	I	P	P	P	P	P	P	P
Narrow the topic.	-	-	-	-	I	I	P	P	P	P	P	P	P
Recognize different forms of writing have different patterns of organization.	-	-	-	-	I	I	P	P	P	P	P	P	P
Write related paragraphs on the same topic.	-	-	-	-	I	I	P	P	P	P	P	P	P
Utilize elements of style, including word choice and sentence variation.	-	-	-	-	I	I	I	P	P	P	P	P	P
Clearly state a position including reasons and evidence to persuade the intended audience.	-	-	-	-	-	I	I	I	P	P	P	P	P
Write multiparagraph compositions.	-	-	-	-	I	I	P	P	P	P	P	P	P

Use precise and descriptive vocabulary to create voice and tone.	-	-	-	-	-	I	I	P	P	P	P	P	P
Compose thesis statements for expository and persuasive/argument writing.	-	-	-	-	-	-	I	I	I	P	P	P	P
Select vocabulary and information to enhance central idea, tone, and voice.	-	-	-	-	-	-	I	I	I	P	P	P	P
Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	-	-	-	-	-	-	I	I	I	P	P	P	P
Use transition words and phrases within and between paragraphs	-	-	-	-	-	-	-	I	I	I	I	P	P
Distinguish between fact and opinion to support a position.	-	-	-	-	-	-	-	I	I	P	P	P	P
Develop and modify the central idea, tone and voice to fit the audience and purpose.	-	-	-	-	-	-	-	I	I	I	P	P	P
Use clauses and phrases for sentence variety.	-	-	-	-	-	-	-	I	I	P	P	P	P
Clearly state and defend a position with reasons and evidence from credible sources.	-	-	-	-	-	-	-	I	I	I	I	P	P
Identify a counter-claim and provide a counter-argument.	-	-	-	-	-	-	-	-	I	I	I	P	P
Blend multiple forms of writing including embedding a narrative.	-	-	-	-	-	-	-	-	-	I	I	P	P
Use textual evidence to compare and contrast multiple texts.	-	-	-	-	-	-	-	-	-	I	I	P	P
Arrange paragraphs in a logical progression using transitions between paragraphs and ideas.	-	-	-	-	-	-	-	-	-	I	I	P	P
Adjust writing content, technique, and voice for a variety of audiences and purposes.	-	-	-	-	-	-	-	-	-	-	I	P	P
Show relationships between claims, reasons and evidence and include a conclusion that follows logically from the information presented.-	-	-	-	-	-	-	-	-	-	-	I	P	P
Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.	-	-	-	-	-	-	-	-	-	-	I	I	I
Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.	-	-	-	-	-	-	-	-	-	-	-	I	I
Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.	-	-	-	-	-	-	-	-	-	-	-	I	I
Use a variety of rhetorical strategies to accomplish a specific purpose.	-	-	-	-	-	-	-	-	-	-	-	-	I
Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.	-	-	-	-	-	-	-	-	-	-	-	-	I
Write to clearly describe personal qualifications for potential occupational or educational opportunities.	-	-	-	-	-	-	-	-	-	-	-	-	I

Strand: Writing (Grammar)

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Begin each sentence with a capital letter and use ending punctuation.	I	I	I	P	P	P	P	P	P	P	P	P	P
Use complete sentences.	-	I	I	I	P	P	P	P	P	P	P	P	P
Capitalize all proper nouns and the word I.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use singular and plural nouns and pronouns.	-	I	I	I	P	P	P	P	P	P	P	P	P
Use apostrophes in contractions and possessives.	-	-	I	I	I	P	P	P	P	P	P	P	P

Use contractions and singular possessives.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use past and present verb tense.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use commas in a series.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use subject-verb agreement.	-	-	-	I	I	P	P	P	P	P	P	P	P
Use noun-pronoun agreement.	-	-	-	I	P	P	P	P	P	P	P	P	P
Eliminate double negatives.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use quotation marks with dialogue.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use plural possessives.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use adjective and adverb comparisons.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use interjections.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use prepositional phrases.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use commas to indicate interrupters, items in a series, and to indicate direct address.	-	-	-	-	-	I	P	P	P	P	P	P	P
Edit for fragments and run-ons.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use coordinating conjunctions.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use subject-verb agreement with intervening clauses and phrases.	-	-	-	-	-	-	I	I	P	P	P	P	P
Use pronoun-antecedent agreement to include indefinite pronouns.	-	-	-	-	-	-	I	I	P	P	P	P	P
Maintain consistent verb tense across paragraphs.	-	-	-	-	-	-	I	I	I	P	P	P	P
Edit for verb tense consistency and point of view.	-	-	-	-	-	-	-	I	P	P	P	P	P
Use quotation marks with dialogue and direct quotations.	-	-	-	-	-	-	-	I	P	P	P	P	P
Use and punctuate correctly varied sentence structures to include conjunctions and transition words.	-	-	-	-	-	-	-	-	I	P	P	P	P
Correctly use pronouns in prepositional phrases with compound objects.	-	-	-	-	-	-	-	-	I	P	P	P	P
Use comparative and superlative degrees in adverbs and adjectives.	-	-	-	-	-	-	-	-	I	P	P	P	P
Use parallel structures across sentences and paragraphs.	-	-	-	-	-	-	-	-	-	I	P	P	P
Use appositives, main clauses, and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	I	P	P
Use commas and semicolons to distinguish and divide main and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	I	P	P
Distinguish between active and passive voice.	-	-	-	-	-	-	-	-	-	-	I	P	P
Use colons correctly.	-	-	-	-	-	-	-	-	-	-	-	I	P
Use verbals and verbal phrases to achieve sentence conciseness and variety.	-	-	-	-	-	-	-	-	-	-	-	-	I

Strand: Research

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Generate topics of interest.	I	I	I	P	P	P	P	P	P	P	P	P	P
Generate questions to gather information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify pictures, texts, or people as sources of information.	I	I	I	P	P	P	P	P	P	P	P	P	P

Find information from provided sources.	I	I	I	P	P	P	P	P	P	P	P	P	P	P
Gather and record information.	-	I	I	P	P	P	P	P	P	P	P	P	P	P
Organize information in writing or a visual display.	-	-	I	I	P	P	P	P	P	P	P	P	P	P
Create a research product.	-	-	I	I	P	P	P	P	P	P	P	P	P	P
Describe the difference between plagiarism and using one's own words.	-	-	I	I	P	P	P	P	P	P	P	P	P	P
Access appropriate resources.	-	-	-	I	I	I	P	P	P	P	P	P	P	P
Collect and organize information about the topic.	-	-	-	I	I	P	P	P	P	P	P	P	P	P
Evaluate the relevance of information.	-	-	-	I	I	I	P	P	P	P	P	P	P	P
Demonstrate ethical use of the Internet.	-	-	-	I	I	I	I	I	P	P	P	P	P	P
Collect and organize information from multiple resources.	-	-	-	-	I	I	I	P	P	P	P	P	P	P
Give credit to sources used in research.	-	-	-	-	I	I	I	P	P	P	P	P	P	P
Formulate and revise questions about a research topic.	-	-	-	-	-	-	I	I	P	P	P	P	P	P
Evaluate and analyze the validity and credibility of sources.	-	-	-	-	-	-	I	I	I	P	P	P	P	P
Cite primary and secondary sources.	-	-	-	-	-	-	I	I	I	P	P	P	P	P
Avoid plagiarism by using one's own words and follow ethical and legal guidelines for gathering and using information.	-	-	-	-	-	-	I	I	I	P	P	P	P	P
Synthesize information from multiple sources.	-	-	-	-	-	-	-	I	I	I	P	P	P	P
Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.	-	-	-	-	-	-	-	-	I	I	I	P	P	P
Cite sources using Modern Language Association (MLA) or American Psychological Association (APA) style.	-	-	-	-	-	-	-	-	I	I	I	P	P	P
Quote, summarize, and paraphrased research findings.	-	-	-	-	-	-	-	-	I	I	I	P	P	P
Publish findings and respond to feedback.	-	-	-	-	-	-	-	-	I	I	I	P	P	P
Verify the validity and accuracy of all information.	-	-	-	-	-	-	-	-	-	I	I	I	P	P
Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.	-	-	-	-	-	-	-	-	-	I	I	I	P	P
Synthesize relevant information from primary and secondary sources and present it in a logical sequence.	-	-	-	-	-	-	-	-	-	-	-	I	P	P
Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.	-	-	-	-	-	-	-	-	-	-	-	-	P	P

