

Curriculum Management System

MONROE TOWNSHIP SCHOOLS



Course Name: Fundamentals of Literacy
Grade: 11

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.

Board Approved: December 2014

Table of Contents

Monroe Township Schools Administration and Board of Education Members	Page 3
Mission, Vision, Beliefs, and Goals	Page 4
Common Core State Standards	Page 5
Scope and Sequence	Pages 6
Goals/Essential Questions/Objectives/Instructional Tools/Activities	Pages 10
Quarterly Benchmark Assessment	Page 30

Monroe Township Schools Administration and Board of Education Members

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Mission, Vision, Beliefs, and Goals

Mission Statement

The Monroe Public Schools in collaboration with the members of the community shall ensure that all children receive an exemplary education by well-trained committed staff in a safe and orderly environment.

Vision Statement

The Monroe Township Board of Education commits itself to all children by preparing them to reach their full potential and to function in a global society through a preeminent education.

Beliefs

- 1. All decisions are made on the premise that children must come first.**
- 2. All district decisions are made to ensure that practices and policies are developed to be inclusive, sensitive and meaningful to our diverse population.**
- 3. We believe there is a sense of urgency about improving rigor and student achievement.**
- 4. All members of our community are responsible for building capacity to reach excellence.**
- 5. We are committed to a process for continuous improvement based on collecting, analyzing, and reflecting on data to guide our decisions.**
- 6. We believe that collaboration maximizes the potential for improved outcomes.**
- 7. We act with integrity, respect, and honesty with recognition that the schools serves as the social core of the community.**
- 8. We believe that resources must be committed to address the population expansion in the community.**
- 9. We believe that there are no disposable students in our community and every child means every child.**

Board of Education Goals

- 1. Raise achievement for all students paying particular attention to disparities between subgroups.**
- 2. Systematically collect, analyze, and evaluate available data to inform all decisions.**
- 3. Improve business efficiencies where possible to reduce overall operating costs.**
- 4. Provide support programs for students across the continuum of academic achievement with an emphasis on those who are in the middle.**
- 5. Provide early interventions for all students who are at risk of not reaching their full potential.**
- 6. To Create a 21st Century Environment of Learning that Promotes Inspiration, Motivation, Exploration, and Innovation.**

Common Core State Standards (CCSS)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Links:

1. CCSS Home Page: <http://www.corestandards.org>
2. CCSS FAQ: <http://www.corestandards.org/frequently-asked-questions>
3. CCSS The Standards: <http://www.corestandards.org/the-standards>
4. NJDOE Link to CCSS: <http://www.state.nj.us/education/sca>
5. Partnership for Assessment of Readiness for College and Careers (PARCC): <http://parconline.org>

Quarter 1

Literary Analysis

- I. PARCC Exam Overview
 - a. *PARCC ELA/Literacy Assessments*
Dennis M. Fare (2014)
 - b. *Vocabulary for the Common Core*
Robert J. Marzano and Julia A. Simms (2013)
- II. The American Dream in Prose (Short Stories and Non Fiction)
 - a. *Flash Fiction* edited by James Thomas, Denise Thomas, and Tom Hazuka
 - b. The African American Experience
The Bluest Eye by Toni Morrison
"Girl" by Jamaica Kincaid
 - c. Female Writers
"The Life You Save May be Your Own" by Flannery O'Connor
"The Story of an Hour" by Kate Chopin
"A White Heron" by Sarah Orne Jewett
 - d. Latin American Influences and Experiences
excerpt from *The House on Mango Street*
Dreaming in Cuba by Cristina Garcia
 - e. from *Prentice Hall Literature: The American Experience* (1989)
"The Notorious Jumping Frog of Calaveras County" by Mark Twain
"In Another Country" by Ernest Hemingway
"Winter Dreams" by F. Scott Fitzgerald
"The Slump" by John Updike
 - f. *40 Short Stories* Ed. Beverly Lawn
 - g. Non Fiction
"Address to Students at Moscow State University" by Ronald Reagan
"State of the Union Address" by FDR
"Remarks to the Senate in Support of a Declaration of Conscience" by Margaret Chase Smith
"Take the Tortillas Out of Your Poetry" by Rudolfo Anaya
"Politics and the English Language" by George Orwell
"Mother Tongue" by Amy Tan

- III. excerpts from *Walden* by Henry David Thoreau
- The American Dream in Poetry
 - a. The African American Perspective
"Expect Nothing" by Alice Walker
"Yet Do I Marvel" by Countee Cullen
"Demeter's Prayer to Hades" by Rita Dove
"On Being Brought from Africa to America" by Phillis Wheatley
 - b. Female Poets in America
"The Observer" by Adrienne Rich
"A Quilt of a Country" by Anna Quindlen
 - c. Latin American Influences and Experiences
"Ode to My Suit" by Pablo Neruda
"The Latin Deli: An Ars Poetica" by Judith Ortiz Cofer
"I am Offering this Poem to You" by Jimmy Santiago Baca
 - d. from *Prentice Hall Literature: The American Experience* (1989)
"The Love Song of J. Alfred Prufrock" by T.S. Eliot
"Anecdote of the Jar" by Wallace Stevens
"The Red Wheelbarrow" by William Carlos Williams
"This is Just to Say" by William Carlos Williams
"Birches" by Robert Frost
"Mending Wall" By Robert Frost
"Fire and Ice" by Robert Frost
"The Unknown Citizen" by W. H. Auden
"The Observer" by Adrienne Rich
"Lying in a Hammock at William Duffy's Farm in Pine Island, Minnesota" by James Wright

Quarter 2

Narrative Reading and Writing

- I. Early American and 21st Century American Voices
 - a. point of view and word choice in *My Bondage and My Freedom*—Frederick Douglas
 - b. repetition, rhetorical question, and metaphor in “Ain’t I A Woman?”—Sojourner Truth
 - c. imagery and point of view in “Sinners in the Hands of an Angry God”—Jonathan Edward
 - d. point of view in “An Occurrence at Owl Creek Bridge”—Ambrose Bierce
 - e. symbolism and foreshadowing in “The Chase”—Annie Dillard
 - f. allegory and symbolism in “The Journey”—Joyce Carol Oates
 - g. description in “My Ecumenical Father”—Joes Antonio Burciaga
 - h. imagery in “Letter from Ground Zero”—Jonathan Schell
 - i. description in “Unforgettable Miss Bessie”—Carl T. Rowan
 - j. symbolism, imagery, and allegory in “The Bet”—Anton Chekhov
 - k. irony in “The Gift of the Magi”—O. Henry
 - l. characterization in *The Great Gatsby*—F. Scott Fitzgerald
 - m. “Song of Myself”—Walt Whitman
 - n. *What They Fought For 1861-1865*—James M. McPherson
 - o. *My Heart at Wounded Knee, An Indian History of the American West*—Dee Brown

Quarter 3

Research Simulation

I. Science Research Simulation

- a. Cellulite Treatments: Do They Work?
<http://abcnews.go.com/Health/SkinCare/story?id=4964279&page=1>
- b. Plastic Surgery for Men, survey (PARCC Book)
- c. "Risking Your Health for Beauty" (Harper's Bazaar) (PARCC Book)
- d. "The Importance of Self-Confidence (from a doctor's notebook) (PARCC Book)
- e. "Tobacco and Genetics" by Knight, Peters, and Blanchard
<http://www.gutenberg.org/files.14325/14325-h/14325-h.htm>
- f. "Species and Varieties, Their Origin by Mutation" by Hugo DeVries
<http://www.gutenberg.org/files/7234.htm>
- g. Graph of results of survey of medical students regarding bioengineering (PARCC Book)
- h. Newborn Child (image by Caroline Krueger) (PARCC Book)

II. History Research Simulation

- a. Poem, "Chicago" by Carl Sandburg
- b. Video "The Great Depression" <http://vimeo.com/63867463>
- c. Excerpt from "How We Made the First Flight" by Orville Wright, (PARCC Book)
- d. Franklin Delano Roosevelt: Fireside Chats (PARCC Book)
- e. Franklin D. Roosevelt: Biography by R. Brayton
<http://www.watchmojo.com/index.php?id=10839>
- f. Franklin D. Roosevelt First Inaugural Address
<http://www.bartleby.com/124/pres49.html>

III. English/Language Arts Research Simulation

- a. "Should Kids Get eBooks in School?" (PARCC Book)
- b. "A Short History of eBooks" by Marie Lebert (PARCC Book)
- c. eBooks in Schools (Graph) (PARCC Book)
- d. School Budget Cuts – Gotham Schools (Graph) (PARCC Book)
- e. Steve Wozniak Video Clip <http://watchmojo.com/video/id/7695/>
- f. Video: History of Gaming <http://vimeo.com/18743950>
- g. Gaming Political Cartoon (PARCC Book)
- h. Excerpt from *Youth* by G. Stanley Hall

Quarter 4

Film Review

I. Analyzing multiple interpretations of the same source texts;

Possible films include:

- a. *The Awakening* by Kate Chopin (*Revolutionary Road* and *The Hours*)
- c. *The Great Gatsby* (1970s and 2012)
- d. *The Silence of the Lambs*
- e. *Night* by Elie Wiesel (*Life is Beautiful* and *The Boy in the Striped Pajamas*)
- g. *The Help*
- h. *The Lovely Bones*
- i. *To Kill a Mockingbird*
- j. *Water for Elephants*
- k. *The Road*
- l. *12 Years a Slave*
- m. *One Flew Over the Cuckoo's Nest*

**Quarter I: Unit I—Introduction to the PARCC
Stage 1 Desired Results**

<p>ESTABLISHED GOALS RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.11.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	Transfer	
	<p><i>. Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Identify and explain the different sections of a standardized test and how the questions are structured • Evaluate information about standardized test sections and then create a presentation of that information to peers • Engage in timed writing practices on a regular basis. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Students who are college and career ready read and interpret a variety of complex texts with confidence and independence. • Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. • Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What do good readers do? • Am I clear about what I just read? How do I know? • What do good writers do? • What’s my purpose and how do I develop it? • What makes a presentation “great” • “What I say” versus “how I say it,” does it really matter?
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The challenges of timed test-taking and what pertinent strategies to employ. • PARCC has three major sections that require use of different analytical skills. • Verbal articulation of information can improve written articulation of ideas. • Concepts and ideas learned from Literature, Science, and History are all important for the PARCC. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Analyzing information for main ideas, pertinent content, and supporting facts. • Rereading a text to find more information or clarify ideas. • Presenting information, findings, and/or supporting evidence clearly, concisely, and logically to convey a clear and distinct perspective. • Preparing a presentation with 	

organization, development, substance, and style that are appropriate to purpose, task, and audience.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Concise identification of components of PARCC exam. • Presentation of PARCC section of exam in group projects that exhibit speaking and listening skills aligned with the CCSS. • Employment of best practices for public speaking. • Rubrics (Presentation Skills: eye contact, projection of voice, varying of intonation, use of visual material to support information, collaboration with peers. 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Students will take a pre-assessment/diagnostic PARCC exam in order to introduce them to two to three sections of the exam • Students will be split into groups of 3-4 students and each group will be assigned a section of the PARCC exam. Using their iPads and PARCC online sources provided, students will create a presentation that summarizes the assigned section of the exam and the skills needed to successfully complete that section • In response to the group presentations, students will write a reflective journal entry for each section that is presented. In the reflective journal entry, students will self-assess their skills against the required skills of that test section.
<ul style="list-style-type: none"> • Active participation in class discussions and activities • Contribution to group work • Vocabulary definitions, sentences, and activities. 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Daily journal entries • Information in-take worksheets that correlate to online PARCC information resources. • iPad research (PARCC website; standardized test-taking skills; sample PARCC exam sections, etc.) • Socratic seminar discussion about an example topic from the Research Simulation section of the PARCC exam. Each student will be asked to engage in discussion about the topic and respond to other students' comments

Stage 3 - Learning Plan

Summary of Key Learning Events and Instruction

- Pre-assessment of students' skills as they correlate to the sections of the PARCC (Literary Analysis, Narrative Reading & Writing, and Research Simulation.
- In small groups and large class discussion, the pre-assessment/PARCC diagnostic will be reviewed and preliminary mini-lessons in close reading strategies, writing structure, and timed test-taking strategies will be executed.
- Socratic seminar of an example topic from the Research Simulation section of the PARCC. Students will have an evening to think about the topic and bring thoughts/questions/comments into class for the discussion. Using the provided rubric, students will be evaluated on quantity and quality of participation.
- In groups, students will create a presentation that highlights the requirements of the PARCC exam section they were assigned. Each student group will present to their peers and their peers will take notes on the information presented. .

Quarter I: Unit II—Literary Analysis for Fiction Stage 1 Desired Results

Quarter I: Unit II—Literary Analysis for Fiction Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>RL.11-12.1 Cite strong and textual evidence.</p> <p>RL.11-12.2 Determine two or more themes.</p> <p>RL.11-12.3 Analyze the impact of the author’s choices.</p> <p>RL.11-12.5 Analyze how an author’s choices contribute to its overall structure.</p> <p>RL.11-12.9 Demonstrate knowledge of foundational works of American literature, including how two or more texts from the same period treat similar themes and topics.</p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing.</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts.</p> <p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>W.11-12.3 Write narratives to develop real or imagined experiences.</p> <p>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, and rewriting.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Identify unfamiliar words and determine their meaning/connotation by using context clues Employ analysis of literary elements and devices such as symbolism, irony, imagery, tone, theme, and special dialect Prepare a sophisticated essay that presents original analysis of a piece of literature Evaluate a passage for close reading and then establish an analysis of that passage Compare the literary elements of two excerpts of literature . 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Works of literary merit differ from other reading material. Literary pieces in the American literature tradition often interrelate and dialogue with each other, either directly or through the common thread of American experience. Effective readers use a variety of strategies to make sense of key ideas and details presented in a text. Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. Producing clear ideas as a writer involves selecting appropriate style and 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What do good readers do? Am I clear about what I just read? How do I know? Author’s choice: Why does it matter? What makes a story a “great” story? In what ways does creative choice impact an audience? Whose story is it, and why does it matter? What’s my purpose and how do I develop it? Writing clearly: What makes a difference? Final product: What does it take? What makes collaboration meaningful?

<p>W.11-12.6 Use technology to produce, publish, and update individual writing products.</p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>structure for an audience and is strengthened through revision and technology.</p> <ul style="list-style-type: none"> Comprehension is enhanced through a collaborative process of sharing and evaluating ideas. 	
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Major pieces of short fiction from 20th century American Literature. How the theme of "the American Dream" weaves through 20th century short stories. On which analytical elements to focus when writing an expository essay on a short story. Successful close readers annotate as an active reading skill and way to reference parts of a text quickly . 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Reading closely and finding answers explicitly in text (right there answers) and answers that require inference. Analyzing an author's words and determining multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. Analyzing specific parts of text and explaining how the individual parts fit into the overall structure. Analyzing how two different authors or texts from the same time period treat similar themes or topics. Recognizing word relationships and using the relationships to further understand multiple words. Composing a clear and logical piece of writing that demonstrates understanding of a specific writing style. Evaluating the credibility and accuracy of various presentations and noting any discrepancies.
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none"> Concise identification of components of literary elements. Quality presentation of ideas and arguments during class discussions and group presentations. 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Students will create a Narrative Analysis Portfolio which will include: a self-made study guide to major literary analysis terms and narrative elements; an essay assignment where students compare two main characters from any of the short stories and create an argumentative essay that utilizes literary elements to support the thesis statement; a 	

<ul style="list-style-type: none"> • Employment of best practices for public speaking. • Rubrics (PARCC Rubric; Portfolio, Rubric—structure of portfolio, reflection piece, etc.) 	<p>culminating reflection on their dialectical journals that they have kept on the various short stories they have read.</p> <ul style="list-style-type: none"> • Unit test on analyzing short fiction: students reveal their understanding of the development of meaning in short fiction through literary elements. On this test, students will compare/analyze the diction and tone in “Another Country” by Ernest Hemingway and “Winter Dreams” by F. Scott Fitzgerald. .
<ul style="list-style-type: none"> • Quality of research • Contributions to Socratic seminars • Attentiveness • Application of skills • Creativity and originality • Depth of reflective writing • Concise and accurate thesis • Use of textual evidence 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Pre-assessment of knowledge of the American Dream and inferential skills through creative activity: Have students draw a picture of what “the American Dream” is to them. During a circle discussion, students will share their pictures and debate the concept of the American Dream. • Students will read many American short stories such as “The Notorious Jumping Frog of Calaveras County (Twain), “In Another Country” (Hemingway), “The Slump” (Updike), and “Girl” (Kincaid). While reading these stories, students will keep a dialectical journal in which they track elements of the American Dream and also reflect upon those textual examples in the second column of the journal. • After reading multiple short stories and discussing them in class, students will engage in a group activity that asks them to create thesis statements for analytical essay questions. The analytical essay questions can engage one or many of the short stories. The groups will present their thesis statements and the class will evaluate them, hence turning it into a large thesis workshop. • Students will compare two main characters from any of the short stories we read and write an argumentative essay that utilizes literary elements to support the thesis statement. • Students will use annotation skills while reading short stories such as “The Story of an Hour” (Chopin) and “Winter Dreams” (Fitzgerald) to engrain an active reading practice into their natural reading habits. • Using graphic organizers presented in <i>PARCC ELA/Literacy Assessments (Fare)</i> students will practice writing down textual evidence to support the claims in their thesis statements. Students will be able to use these graphic organizers as building blocks to writing a full essay or short answer response. • Students complete story maps, plotting important literary elements used throughout the stories. • Think-pair-share assignments: Students are given a thematic topic (e.g., the American Dream) developed in the stories. Each group discusses how the topic is developed and illustrated in the story, serving to convey the author’s perspective on the topic

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

- Pre-assessment of knowledge of the American Dream and inferential skills through creative activity
- In groups students will investigate how to apply analysis skills relating to literary elements and narrative elements.
- Students will individually practice analytical skills and be guided through the process of structuring an argumentative essay.
- Students will create a portfolio and complete a unit test to illustrate the mastery of these skills needed for the Literary Analysis section of the PARCC exam.

Quarter I: Unit III—Literary Analysis for Poetry Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>RL.11-12.1 Cite strong and textual evidence.</p> <p>RL.11-12.2 Determine two or more themes.</p> <p>RL.11-12.3 Analyze the impact of the author’s choices.</p> <p>RL.11-12.5 Analyze how an author’s choices contribute to its overall structure.</p> <p>RL.11-12.9 Demonstrate knowledge of foundational works of American literature, including how two or more texts from the same period treat similar themes and topics.</p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing.</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts.</p> <p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><i>Transfer</i></p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Identify unfamiliar words and determine their meaning/connotation by using context clues. • Employ analysis of literary elements and devices such as symbolism, irony, imagery, tone, theme, and special dialect. • Prepare a sophisticated essay that presents original analysis of a piece of literature. • Evaluate a poem for close reading and then establish an analysis of that passage. • Compare the literary elements of two poems. 		
	<p><i>Meaning</i></p>		
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<p>W.11-12.3 Write narratives to develop real or imagined experiences.</p> <p>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, and rewriting.</p> <p>W.11-12.6 Use technology to produce, publish, and update individual writing products.</p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>content, reasoning, and claims in diverse formats.</p> <ul style="list-style-type: none"> • Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. • Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. • Comprehension is enhanced through a collaborative process of sharing and evaluating ideas. 	
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Poetic devices (e.g., alliteration, imagery, metaphor). • The role of structure (e.g., stanzas) in poetry. • The meaning and use of irony. • Ways by which points of view are presented. • Vocabulary utilized in poems. • The difference between denotation and connotation. • How to form and develop a thesis. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Recognizing that writers creatively use irregular/varied syntax to convey imagery, to create rhyme scheme, to emphasize ideas, etc. • Recognizing word relationships and using the relationships to further understand multiple words. • Composing a clear and logical piece of writing that demonstrates understanding of a specific writing style. • Evaluating the credibility and accuracy of various presentations and noting any discrepancies. • Reading closely and finding answers explicitly in text (right there answers) and answers that require an inference. • Analyzing an author's words and determining multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. • Analyzing specific parts of text and explaining how the individual parts fit

- into the overall structure.
- Analyzing how two different authors or texts from the same time period treat similar themes or topics.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> Concise identification and analysis of the use of poetic devices Quality of contributions to class discussions Development of thesis Use of supporting details Identification and discussion of themes Rubric for presentations (explanation of ideas & information, organization, eyes & body, voice, presentation aids) 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Individual Response Paper: Students will read a trio of Robert Frost poems: “Birches,” “Mending Wall,” and “Fire and Ice.” In groups, students will discuss the poetic elements of the three poems, the similarity between the style in the three poems, and how the imagery supports the meaning/theme of the poems. Each student will write a short answer analytical response about <i>one</i> of the Frost poems. Those short answer responses will be scored using the PARCC rubric and review together in class. Interactive/Creative Poetry Interpretations: Students will read Adrienne Rich’s “The Observer” and, in groups, create an interpretive miming routine to accompany a reading of the poem. They may watch a video “acting out” of a poem https://www.youtube.com/watch?v=bj7pnPVL0F8 in which students act out Mark Doty’s poem “Coastal.”
<ul style="list-style-type: none"> Quality of research Contributions to Socratic seminars Attentiveness Application of skills Creativity and originality Depth of reflective writing Concise and accurate thesis Use of textual evidence 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Pre-assessment on poetic devices Worksheets on poetic devices Formative assessments in the form of quizzes on selected poems, aligned to PARCC style questions. iPad research on poetic elements, traditions of American poetry, contemporary poetry. Group work and reports, using texts, the internet, and oral presentations. Class discussions on the development of thematic ideas in selected poems through the use of poetic devices. Unit test on 20th century American poetry, focusing on the analysis of poems, and aligned using PARCC style test questions. Students will analyze/compare the tone, diction, and imagery between “Expect Nothing” by Alice Walker and “The Observer” by Adrienne Rich.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

- Pre-assessment of students’ knowledge of poetic devices. The pre-assessment consists of two poems that effectively utilize alliteration, personification, metaphor, and imagery. In small groups, students identify the dominant device used in each poem and how it aids in the development of meaning. Each group discusses their findings with the class
- Students complete and discuss worksheets on identifying poetic devices. Students study and discuss the definitions of various devices, then complete selected worksheets, sharing their conclusions with the class. Responses focus on how the devices function to build meaning.
- Discussion and analysis of T.S. Eliot’s “The Love Song of J. Alfred Prufrock”
- Students are divided into groups. Using their iPads, they research Harlem Renaissance poetry and early 20th century African American poetry. Each group must choose a poet and poem to share with the class.
- Reading, study, and discussion of “Anecdote of the Jar” (Stevens), “The Red Wheelbarrow” (Williams), and “This is Just to Say” (Williams).
- Students will take a Literary Analysis PARCC exam practice test. As a large class, the multiple choice and essay responses will be reviewed, explained, and modeled.
- Students will read “The Unknown Citizen” by W.H. Auden and prepare Socratic seminar comments and questions for discussions. During discussion, students should directly quote the poem, as well as relate the theme of the poem to contemporary society

Quarter II: Unit I—Narrative Reading and Writing

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	<ul style="list-style-type: none"> • Infer meaning of vocabulary in context and identify textual evidence to support meaning • Analyze language choice and author’s use of figurative language • Recognize theme, symbolism, and literary devices • Analyze character development and character motivation • Infer character traits from narrative texts • Infer claims by the author and choose textual evidence to support those claims 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Context is used to create meaning of vocabulary terms • Elements of a story or drama are developed and/or interrelated • Author’s choices in presenting elements of a story impacts the text • Writing should be purposely focused, detailed, organized, and sequenced in 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What figurative language is used and developed to further enhance the author’s purpose? • How does understanding a text’s structure help the reader to understand meaning? • How does author’s choice of language shape meaning in text? • How will understanding and applying literary terms, analyzing point of view, plot and characterization, and making text connections

<p>and developed).</p> <p>RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing</p>	<p>a way that clearly communicates the ideas to the reader</p>	<p>enhance my understanding of literary texts</p> <ul style="list-style-type: none"> • What do good writers do? What's my purpose and how do I develop it?
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Methods of characterization • Literary devices • Plot elements • Setting • Characterization • Atmosphere • Point of view • Conflict 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Recognizing and analyzing author's craft and use of various literary elements and devices • Determining theme of a text • Citing textual evidence to support analysis • Identifying and analyzing text components and evaluating impact on text • Using narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters. 	

<p>on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>		
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Concise identification of what it means to synthesize multiple sources of information. • Quality of contributions to class discussions • Development of thesis • Use of supporting details • Identification and discussion of themes 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • After reading O. Henry’s “The Gift of the Magi,” students will write a narrative piece that changes the setting of the story, paying particular attention to dialogue and other narrative elements and devices • In pairs, students will read “Sinners in the Hands of an Angry God” (Edwards) paying particular attention to imagery and point of view; students will then write a short piece from the point of view of a congregation member who is listening to Edwards’ sermon • After reading an excerpt from “The Bet,” students will write a story detailing how the piece ends • Students will write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences
<ul style="list-style-type: none"> • Quality of research • Contributions to Socratic seminars • Attentiveness • Application of skills • Creativity and originality • Depth of reflective writing • Concise and accurate thesis • Use of textual evidence 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Pre-assessment on literary devices and elements • Handouts on literary devices and elements • Formative assessments in the form of quizzes on selected short stories, aligned to PARCC style questions • Group work using texts and the internet • Class discussions on the role that literary elements/devices play within short stories

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<ul style="list-style-type: none"> • Pre-assessment of students’ knowledge of narrative elements; students will be given a short story and asked to determine narrative elements, literary elements, and devices • Students will work in pairs to complete story maps including the narrative elements found within several short stories • Discussion of symbolism found in “The Journey” (Oates) and “The Chase” (Dillard) • Quizzes given using multiple-choice format after reading a text; questions will be focused on inferring vocabulary used in context, characterization, literary devices, narrative elements, as well as students’ ability to support their answers with evidence from the text • Quizzes given on narrative elements in multiple-choice format on author’s claims and students’ ability to provide textual evidence to support

those claims

- Students will take a Narrative Writing PARCC exam practice test; as a class, the multiple choice and narrative stories will be reviewed, explained, and modeled

Quarter III: Unit I—Research Simulation

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>RL.11-12.2 Cite strong and textual evidence.</p> <p>RL.11-12.5 Analyze how an author’s choices contribute to its overall structure.</p> <p>RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing.</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts.</p> <p>L.11-12.5 Demonstrate understandings of figurative language, word relationships, and nuances in word meanings.</p> <p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.5 Develop and strengthen writing as</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Identify and explain the main ideas of a complex research topic. • Evaluate and interpret evidence related to a complex research topic. • Establish an argumentative position using supporting details to prove its validity. • Write a persuasive essay that mobilizes multiple research sources to prove a position. • Arrange, write, and deliver an oral argument that also incorporates questions/responses from peer audience members. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Contemporary research topics are complex and nuanced. • The argumentative structure used for one topic can easily be reproduced to argue about other topics. • To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What do good readers do? • Am I clear about what I just read? How do I know? • In what ways does creative choice impact an audience?
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Successful close readers annotate as an active reading skill and way to reference parts of a text quickly. • Arguments are made verbally, in written form, through data charts, and in illustrations/visuals. • Which research resources are available to them through the school and through the public library system, and that they are necessary for producing a good research product 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Integrating effective information gathered to answer a question or solve a problem. • Evaluating information gathered to determine its effectiveness in addressing a question or solving a problem. • Identifying multiple sources of information presented in different media or formats. 	

<p>needed by planning, revising, editing, and rewriting.</p> <p>W.11-12.6 Use technology to produce, publish, and update individual writing products.</p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>		
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Concise identification of what it means to synthesize multiple sources of information. • Quality of contributions to class discussions • Development of thesis • Use of supporting details • Identification and discussion of themes • Rubrics (Comprehension of key ideas) 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Three individual practice prompts: For each of the three general topics for the Research Simulation, students will complete a timed practice prompt in which they will need to read the question, evaluate multiple types of sources, and synthesize an argumentative essay. • Students will choose a topic within Science, History, or ELA nonfiction and create their own Research Simulation prompts with sources to evaluate. Students will use the various examples of sources as a model. Students will use their iPads and multimedia sources gathered from their Internet research. Students will present these Research Simulation prompts to the class to evaluate

and details, written expression, knowledge of language and conventions	
<ul style="list-style-type: none"> • Quality of research • Contributions to Socratic seminars • Attentiveness • Application of skills • Creativity and originality • Depth of reflective writing • Concise and accurate thesis • Use of textual evidence 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Group discussions of the various sources of each prompt, this is especially important especially since students will be exposed to an increased amount of visual/audio material. • Students will keep a journal in which they need to summarize and write a reaction for the various sources assigned to evaluate. • Socratic discussions of the topics and multimedia resources. • Read sample student responses for the Research Simulation task and use the rubric to grade them. Then, the instructor will discuss the process in class.

Stage 3 Learning Plan

Summary of Key Learning Events and Instruction

- Pre assessment of students' knowledge of best research practices and "reading" multimedia and chart information.
- Students complete group investigative work on which different sources would support portions of an argument. Students will brainstorm how a chart would support an argumentative point versus how a non-fiction article would support an argumentative point.
- Group discussion of various topics, ranging from science, to history, to current events, and historical documents rooted in American culture and society.
- Students will complete group and individual research tasks that ask them to find varied media research sources to support an argument.
- Students will complete individual Research Simulation tasks that ask them to synthesize at least four different sources of varied media (art, political, non-fiction article, personal diary, video, etc.) and construct an argumentative essay that draws on those sources to support the argument.

Quarter IV: Unit I—Film Review

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source texts. (Include at least one play by Shakespeare and one play by an American dramatist.</p> <p>RH.11–12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Evaluate content presented in diverse media and formats Analyze multiple interpretations of the same text Understand and interpret the language of film and visual images Evaluate the effects of and state preferences toward similarities and differences between film and text Develop an appreciation and understanding for artistic authorship 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Visual images stimulate our perceptions directly, while written words can do this indirectly Film is a more sensory experience than reading Everything we see and hear on screen is put there intentionally, and everything contributes to the overall meaning 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> In what ways does creative choice impact an audience? Whose story is it, and why does it matter? Why do directors choose to change the original text? How faithful to the original written work should a film version strive to be? How do I feel during a certain scene of a film, and how does the filmmaker make me feel react, or think that way? How can films reinforce, or challenge, a viewer's experience and opinions?
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The meaning we get from a film is the result of a collaborative effort by a large number of people Filmmakers make changes to highlight new themes, emphasize different traits in a character, or to try to solve problems they perceive in the original work Basic film terminology such as types of shots, camera angles, editing, and camera movements 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Analyzing multiple interpretations of the same source text Understanding the relationship between film and literature Viewing film for meaning and analysis Discussing and writing about the effects of media devices and techniques (i.e., camera angles, fades, etc.) Identifying the similarities and differences present between text and film; analyzing the impact of these 	

<p>SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p>		<ul style="list-style-type: none"> • differences • Analyzing multiple interpretations of concepts presented in both film and text • Identifying major concepts presented in both text and film
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Quality presentation of ideas and arguments during class discussions and group presentations • Employment of best practices for public speaking • Concise and accurate thesis statements • Use of textual evidence • Depth of reflective writing • Attentiveness • Application of skills • Quality of research 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • After reading excerpts from <i>12 Years a Slave</i>, students will view the film at home; in school, we will view <i>Unchained Memories</i>. Students will then write an analytical essay discussing the connections between the slave narratives, the film, and the text. • After reading excerpts from the novel and watching <i>One Flew Over the Cuckoo's Nest</i>, students will work in groups to create a Keynote presentation on the topic of social conformity and rebellion; they will connect these concepts to present day issues • After reading <i>The Road</i> outside of class, students will watch the film; they will then write an essay exploring the concepts of survival and isolation

- Rubric for analytical essay (comprehension of ideas & details, development of ideas, organization, clarity of language, knowledge of language & convention)
- Rubric for presentations (explanation of ideas & information, organization, eyes & body, voice, presentation aids)

OTHER EVIDENCE:

- Working with a partner, students will create a Venn diagram that lists as many similarities and differences between film and text; consider the tools each uses to tell a story, and to draw in its audience. Consider different aspects of storytelling like point of view, narrative structure, and time frame.
- Using their iPads, students will work in groups to research basic film terminology such as camera angles, types of shots, editing, and camera movement; class discussion to follow
- After reading the first two chapters of *The Great Gatsby*, students will view the opening scenes of both the 1974 and 2012 versions of the film, creating a comparison/contrast chart for each film version. They will then work with a partner to create a Keynote presentation on the version they believe better captures the essence of the novel
- After reading an excerpt from *The Help* (Stockett) and viewing the film, students will create an iMovie, in groups, detailing the dialogue that might occur between the author and the director/screenwriter of the film.
- Create a storyboard for a "missing scene" from a written work or a film. This scene could be something that happens before, during, or after the action of the filmed or written story. It might flesh out a character they are curious about, a theme or motif already present in the work, or an event alluded to but not depicted.
- Students will decide which film better represents the sentiments of *Night* (Wiesel) and write a letter to the director of either *Life is Beautiful* or *The Boy in the Striped Pajamas* detailing their opinion
- Students will read and annotate New York Times articles on Darfur <http://www.nytimes.com/2012/02/27/world/africa/darfur-refugees-returning-home.html?pagewanted=all&r=0> and Sierre Leone <http://www.nytimes.com/1999/02/14/magazine/sierra-leone-is-no-place-to-be-young.html>. They will then write an analytical essay detailing the commonalities between the Holocaust, Sierre Leone, and Darfur
- Students will work in groups to research the history of the movement for gender inequality in America ("The First Wave"—early 20th century, "The Second Wave"—WWII era, "The Third Wave"—1980s-Present); they will present their projects to their classmates via a Keynote presentation
- While reading excerpts from *The Awakening* (Chopin), students will note examples of gender inequality; they will then view portions of *The Hours* and *Revolutionary Road*, paying particular attention to examples of gender inequality in each. Students will then write a reflection detailing how gender inequality examples have changed through the time periods studied (late 19th century in *The Awakening*, 1960s in *Revolutionary Road*, and early 20th century England/1950s America, and early 2000s America)

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

- Students will complete a pre-assessment gauging their knowledge of basic film terminology and the connection between film and text
- Students will read excerpts from several novels and then view excerpts of parts of the films based on these novels; they will create Keynote presentations, write analytical essays, or participate in discussions regarding the connection between text and film
- After choosing a film that was viewed in class, students will create a storyboard detailing a “missing scene” that will advance their understanding of the piece
- Students will read *Night* by Elie Wiesel and then view both *Life is Beautiful* and *The Boy in the Striped Pajamas* outside of class; they will then write a letter to the director of the movie that best represents the sentiments of the novel
- After reading *Night* by Elie Wiesel, students will extend their knowledge of the Holocaust to similar genocides occurring in Darfur and Sierra Leone
- In groups, students will research the history of the Women’s Rights Movement and then read and view excerpts of *The Awakening* by Kate Chopin, *The Hours*, and *Revolutionary Road*

Benchmark Assessment Quarter 1

1. Students will demonstrate ability to analyze the ways in which various literary devices are utilized in text to build perspective and meaning.
2. Students will be able to ascertain how authors use and combine various narrative elements to develop their central ideas.
3. Students will be able to evaluate the American literary tradition through various and diverse authors' writings.
4. Students will successfully construct written and oral arguments in which a thesis is formed and supported by textual evidence.
5. Students will be able to use technology in the classroom, such as iPads, to enhance their learning and gather supplemental information to aid in study of the texts.

Benchmark Assessment Quarter 2

1. Students will demonstrate the ability to recognize and analyze the use of literary elements in novels and short stories
2. Students will be able to infer claims made by the author and choose textual evidence to support those claims
3. Students will be able to determine theme(s) in a text
4. Students will successfully integrate their knowledge of a short stories' characters into a narrative story that continues where the passage ends, is told from another character's perspective, or takes place in another setting
5. Students will be able to use close reading strategies in order to analyze narrative texts

Benchmark Assessment Quarter 3

1. Students will demonstrate the ability to evaluate multiple sources in various forms (textual, visual, etc.) and synthesize a conclusion.
2. Students will be able to pinpoint a main argument in a variety of informational non-fiction sources.
3. Students will be able to establish an argumentative position using supporting details to prove its validity.
4. Students will successfully construct written and oral arguments in which a thesis is formed and supported by evidence synthesized from three different sources.
5. Students will be able to use technology to research various topics related to history, science, and literary non-fiction.

Benchmark Assessment Quarter 4

1. Students will demonstrate an appreciation for and understanding of artistic authorship
2. Students will be able to evaluate the effects of and state preferences toward similarities and differences between film and text
3. Students will be able to evaluate content presented in diverse media and formats
4. Students will successfully analyze multiple interpretations of the same text
5. Students will be able to use film as a medium to strengthen their written skills