

CURRICULUM MANAGEMENT SYSTEM

MONROE TOWNSHIP SCHOOLS



Course Name: LA II Honors
Grade: 10

*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: Month, 2011

TABLE OF CONTENTS

Monroe Township Schools Administration and Board of Education Members	Page3
Acknowledgments	Page.....4
District Vision, Mission, and Goals	Pages....5
Introduction/Philosophy/Educational Goals	Page....6
Scope and Sequence	Page....7-10
Core Curriculum Content Standards	Pages....11-16
Goals/Essential Questions/Objectives/Instructional Tools/Activities	Pages....17-45
Benchmarks	Page..... 46
Suggested Titles for Language Arts II	Page..... 47

Monroe Township Schools Administration and Board of Education Members

ADMINISTRATION

Dr. Kenneth R. Hamilton, Superintendent
Dr. Jeff C. Gorman, Assistant Superintendent

BOARD OF EDUCATION

Ms. Kathy Kolupanowich, Board President
Mr. Ken Chiarella, Board Vice President
Ms. Amy Antelis
Mr. Marvin I. Braverman
Mr. Lew Kaufman
Mr. Mark Klein
Mr. John Leary
Mr. Louis C. Masters
Mr. Ira Tessler
Jamesburg Representative
Ms. Patrice Faraone

WRITERS NAME

SANDY APPEL BUBNOWSKI
SHARON DEMARCO

CURRICULUM SUPERVISOR

PAMELA ACKERMAN-GARCIA

ACKNOWLEDGEMENTS

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

WRITERS NAME

Mary O’Leary
Renée Hardt

LANGUAGE ARTS CURRICULUM INCHARGE (9-12)

Pamela Ackerman-Garcia

TECHNOLOGY STAFF

Eliot Feldman
Al Pulsinelli
Reggie Washington

SECRETARIAL STAFF

Debby Gialanella
Gail Nemeth
Karen Rucando

MONROE TOWNSHIP SCHOOLS

VISION, MISSION, AND GOALS

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.

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.

Goals

Raise achievement for all students paying particular attention to disparities between subgroups.

Systematically collect, analyze, and evaluate available data to inform all decisions.

Improve business efficiencies where possible to reduce overall operating costs.

Provide support programs for students across the continuum of academic achievement with an emphasis on those who are in the middle.

Provide early interventions for all students who are at risk of not reaching their full potential.

PHILOSOPHY

The goal of the Monroe Township High School Language Arts program is to develop and to enhance students' ability to communicate effectively for varied purposes and audiences. Probably the single most important attribute of academic and career success, effective communication is based on the components of reading, writing, speaking, listening, and viewing.

A successful high school English program develops these components through an integrated approach to the language arts. This includes instruction in and practice of the support skills underlying each of these processes. For example, in the writing component, students write regularly, in a variety of modes and for a variety of audiences, using writing activities designed to appeal to students' interests and needs. Students learn strategies for prewriting and revising – in essence, skills for critical thinking such as analysis, synthesis, problem-solving and evaluation. They also share their writing with others and keep records of their writing development and samples of their writing in a portfolio. Frequent formal and informal assessment of the student's writing provides the teacher, the student and the parent with information about the student's areas of strength and the areas that need improvement.

Reading and writing about literature become increasingly more important as students develop the sophisticated skills of analysis and interpretation. By the time they complete their senior year, students will have read significant works of American, British and World literature. They also will have learned to express themselves in all of the rhetorical modes and to conduct independent research.

EDUCATIONAL GOALS

This course satisfies the tenth grade Language Arts requirement for graduation.

A note about Common Core State Standards for <INSERT CONTENT AREA>

The Common Core State Standards for Mathematics were adopted by the state of New Jersey in 2010. The standards referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Common Core State Standards for Mathematics and the end of year algebra 1 test content standards may also be found at:

i.e. <http://www.corestandards.org/the-standards>

SCOPE AND SEQUENCE:

Quarter I	
Big Idea I: Multicultural Perspectives	Big Idea II: Tolerance & Persecution
<p>I. Poetry of the Harlem Renaissance</p> <ul style="list-style-type: none"> • “The Negro Speaks of Rivers” • “Ardella” • “Dream Variations” • “Refugee in America” • “Theme for English B” • “The Tropics of New York” • “From the Dark Tower” • “A Black Man Talks of Reaping” • “Storm Ending” <p>II. Native American Myths</p> <ul style="list-style-type: none"> • “The Earth on the Turtle’s Back” • “When the Grizzlies Walked Upright” • From “The Navajo Origin Legend” <p>III. Turn of the Century Women Authors</p> <ul style="list-style-type: none"> • “The Story of an Hour” by Kate Chopin • “April Showers” by Edith Wharton • “A Wagner Matinee” by Willa Cather 	<p>(Instructor’s Choice-1)</p> <p>I. <i>The Crucible</i> by Arthur Miller</p> <p>II. <i>The Scarlett Letter</i> by Nathaniel Hawthorne</p> <p>III. <i>To Kill a Mockingbird</i> by Harper Lee</p> <p>IV. <i>Native Son</i> by Richard Wright</p> <p>V. <i>A Streetcar Named Desire</i> by Tennessee Williams</p>

SCOPE AND SEQUENCE:

Quarter II	
Big Idea III: The American Dream	
<div>(Instructor's Choice-1)</div> <div>I. <i>The Great Gatsby</i> by F. Scott Fitzgerald</div> <div>II. <i>A Raisin in the Sun</i> by Lorraine Hansberry</div> <div>III. <i>Death of a Salesman</i> by Arthur Miller</div> <div>IV. <i>Of Mice and Men</i> by John Steinbeck<ul style="list-style-type: none">• Robert Burns "To a Mouse"</div> <div>V. <i>The Grapes of Wrath</i> by John Steinbeck</div> <div>VI. <i>The Pearl</i> by John Steinbeck</div>	

Quarter III	
Big Idea IV: Writing & Research	Big Idea V: Imagination & Spirituality
<p>I. Research Paper</p> <ul style="list-style-type: none"> Using a variety of credible reference sources Citing source of information drawn from research Embedding quotations Using MLA format <p>II. Debate</p> <ul style="list-style-type: none"> Using a variety of credible reference sources Citing source of information drawn from research Summarize points of agreement/disagreement Justifying personal views and understanding Making new connections with evidence and reasoning presented <p>III. Grammar Mini-Lessons</p> <ul style="list-style-type: none"> Using a colon Using a semi-colon Using a comma Using proper capitalization and punctuation Use of parallel structuring Use of correct spelling 	<p>I. The Transcendentalists</p> <ul style="list-style-type: none"> Ralph Waldo Emerson <ul style="list-style-type: none"> From “Self-Reliance” “The Snowstorm” Henry David Thoreau <ul style="list-style-type: none"> From <i>Walden</i> From <i>Civil Disobedience</i> <p>II. Poetry True to Self</p> <ul style="list-style-type: none"> Walt Whitman <ul style="list-style-type: none"> “When I Heard the Learn’d Astronomer” “I Hear America Singing” Emily Dickinson <ul style="list-style-type: none"> “Because I could not stop for Death” “I heard a Fly buzz when I died” Water, is taught by thirst” <p>III. Shadows of the Imagination</p> <ul style="list-style-type: none"> Edgar Allen Poe <ul style="list-style-type: none"> “The Raven” “The Fall of the House of Usher” Nathaniel Hawthorne <ul style="list-style-type: none"> “The Minister’s Black Veil” <p>IV. Poetry of Nature</p> <ul style="list-style-type: none"> Robert Frost <ul style="list-style-type: none"> “Birches “Stopping by the Woods on a Snowy Evening” “Out, Out—“ “The Gift Outright” “Mending Wall”

SCOPE AND SEQUENCE:

Quarter IV	
Big Idea VI: Freedom	Big Idea VII: Authenticity
<p>(Instructor's Choice-1)</p> <p>I. <i>The Glass Menagerie</i> by Tennessee Williams</p> <p>II. <i>The Adventures of Huckleberry Finn</i> by Mark Twain</p> <p>III. <i>The Catcher in the Rye</i> by J.D. Salinger</p>	<p>I. Speeches</p> <ul style="list-style-type: none"> Speech in the Virginia Convention- Patrick Henry Speech in the Convention- Benjamin Franklin Gettysburg Address- Abraham Lincoln Inaugural Address- John F. Kennedy <p>II. Puritan Writings</p> <ul style="list-style-type: none"> From "The General History of Virginia" by John Smith From "Of Plymouth Plantation" by William Bradford From "Sinners in the Hands of an Angry God" by Jonathan Edwards <p>III. Letters</p> <ul style="list-style-type: none"> Letter to Her Daughter from the New White House- Abigail Adams From <i>Letters from an American Farmer</i>—Michel-Guillaume Crèvecoeur Letter from Birmingham City Jail- Martin Luther King Jr. Letter to His Son- Robert E. Lee

Notes to Instructor

1. The novel units (Big Idea II, III, VI) contain scaffolding for themes, characterization, and point of view. Each of the three pieces is repeated for all three big ideas, but the level of difficulty regarding what the student will be able to do increases. The levels range from teacher-oriented, to assisted learning, to independent analysis.
2. Each of the novel units (Big Idea II, III, VI) is expected to be covered during the course. The instructor has the option to select a novel from the list of their choosing.
3. This curriculum is organized by Big Ideas and as such, does not need to be taught in the order presented. Instructors have the right to teach the course chronologically, in thematic units, or may vary the order based on the type of work (ie- poetry, writing, novels, short stories, non-fiction).

Language Arts II Core Content Overview

Big Idea I, II, III, V, VI, VII

The following are generalized core standards that relate to reading literature and responding both verbally and in writing to literature. Each standard should be applied to Big Idea I, II, III, IV, V, VI, VII.

RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Use parallel structure.*

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

Language Arts II Core Content Overview

Use a colon to introduce a list or quotation.

Spell correctly.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Big Idea I: Multicultural Perspectives

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

Big Idea II: Tolerance & Persecution

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Language Arts II Core Content Overview

Big Idea III: The American Dream

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work

Big Idea IV: Writing & Research

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the argument presented.

W.9-10.2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-

Language Arts II Core Content Overview

generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.9-10.1. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.9-10.3. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

Language Arts II Core Content Overview

Big Idea V: Imagination & Spirituality

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

Big Idea VI: Freedom

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Language Arts II Core Content Overview

Big Idea VII: Authenticity

- RI.9-10.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.9-10.2.** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.9-10.3.** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.9-10.5.** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.9-10.6.** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- RI.9-10.7.** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- RI.9-10.8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- RI.9-10.9.** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
- RI.9-10.10.** By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

BIG IDEA I: Multicultural Perspectives

Curriculum Management System
COURSE NAME: LA II

OVERARCHING GOALS

- 1. **Communicate in clear, concise, organized language that varies in content, format and form for different audiences and purposes.**
- 2. **Comprehend, understand, analyze, evaluate, critique, solve, and respond to a variety of texts.**
- 3. **Investigate, research, and synthesize information from a variety of media sources.**

ESSENTIAL QUESTIONS

- ❖ What influences a writer to create?
- ❖ Why is it important for people and cultures to construct narratives about their experience?
- ❖ To what extent does a culture/society/subculture shape an individual’s perspective?

SUGGESTED BLOCKS FOR INSTRUCTION: 12

BIG IDEA I:

KNOW		UNDERSTAND	DO
<i>Students will know that:</i>		<i>Students will understand that:</i>	<i>Students will be able to:</i>
1.1	Rhyme, meter, structure, voice, repetition are examples of poetic devices.	A writer's perspective is influenced by his/her culture, religion, race, gender, historical events and social status.	Analyze a poem identifying examples of poetic devices, figurative language and sound devices.
1.2	Simile, metaphor, personification, hyperbole, allusion, symbolism are examples of figurative language.	Narratives constructed about peoples' experiences help readers to recognize the common nature of the human experience.	Identify the elements of plot structure of a short story using a graphic organizer.
1.3	Assonance, alliteration, onomatopoeia are examples of sound devices used in poetry.	Narratives constructed about peoples' experiences allow readers to understand how others think, feel and experience the world.	Paraphrase and interpret a poem.
1.4	Poetry can be interpreted literally and figuratively.	<p>Their identity is shaped by the culture/society to which they belong.</p> <p><u>Sample Conceptual Understandings</u></p> <p>Plot Structure Diagram—Tracking the exposition, conflict, rising action, climax, falling action , and resolution for each short story</p> <p>Provide students with specific passages that contain messages where both direct and indirect ideas are embedded. Assist students in identifying the concepts and follow with a class discussion about how to uncover those types of ideas.</p>	Write an origin myth using Native American myths as models
1.5	Concepts in literature and short stories can be explicit (specific) or inferred (indirect).		Write original narratives that explain what influences have helped shape their identities.
1.6	Exposition, conflict, rising action, climax, falling action and resolution are elements of a plot structure diagram.		Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the reading.
1.7	Origin myths explain: customs, institutions or religious beliefs, natural landmarks and events beyond people's control.		
1.8	Oral tradition helped to capture a group's ideals.		

21st Century Skills

<i>Creativity and Innovation</i>	<i>Critical Thinking and Problem Solving</i>	<i>Communication and Collaboration</i>
<i>Information Literacy</i>	<i>Media Literacy</i>	<i>ICT Literacy</i>
<i>Life and Career Skills</i>	<i>Technology Based Activities</i>	

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=119

<http://www.iste.org/standards/nets-for-students.aspx>

Learning Activities

- Plot Structure Diagram—Tracking the exposition, conflict, rising action, climax, falling action, and resolution for each short story
- Retelling of a Story—Group Brainstorming & Individual Writing Assignment (*Prentice Hall Literature* p29)
- Students will work in groups to create a bulletin board display of poets/poems of the Harlem Renaissance.
- Figurative Language Tracker—Students will keep track of literary elements as they are uncovered in the readings

- HONORS—Read an outside short story that is approved by the teacher and prepare to teach the story to the class. Student will prepare an informational presentation of about 10-15 min. in which they share: 1) author biography related to their writing; 2) original plot synopsis; 3) one positive and one negative piece of criticism.
- HONORS—During the reading of a “Turn of the Century” short story, students discuss connotations of certain words and identify author’s tone in a selected passage. Students break into small groups and are assigned to certain sections of the story. Students rewrite the passage using different words to reveal different tones such as angry, sympathetic, satirical, etc. Students in groups read their passages aloud and discuss what they think the original intended tone of a given passage is and why. Students then discuss with the class how the initial impressions of the character and/or the author’s attitude toward him or her changed as a result of the different wording.
- HONORS - Students will be placed into teams and given a poem from the Harlem Renaissance. Each team has to create a journal prompt, questions to ask the class, and audio/visual aid in order to teach the class the poem. Assessment: Peer Evaluation of how well the interpretation of the poem was conveyed to the class using a predetermined rubric.
- HONORS - Have students choose partners with whom to read aloud the poems by Cullen, Bontemps, and Toomer and then discuss them. Partners can consider the effects of literary elements such as alliteration, assonance, rhythm, and rhyme on the poem’s overall power and meaning. Assessment: Class discussion.
- HONORS - Using text and graphics, design a series of posters that depict the variety of cultural contributions made by African Americans during the 1920’s. Include a range of mediums, such as literature, art, drama, and music. Display the posters for classmates. Assessment: Teacher evaluation of the research process. Teacher evaluation of final research product using predetermined rubric
- HONORS - After reading Native-American myths in the textbook, have students rewrite the tales to appeal to a current audience by updating the setting and modernizing characters. Assessment: Teacher evaluation of paper based on predetermined rubric. Class presentation of myth.

Performance Assessment Task Sample

Assessment Models

- ❖ **NOTE:** The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).*
- ❖ Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Pre - Assessment:

- ✓ Prediction Activity re: the tone and content expected from Turn of the Century women authors.
- ✓ Journal—Interest level re: reading poetry of the Harlem Renaissance. Also, how could it be that Harlem experienced a Renaissance?
- ✓ KWL Chart re: the content and style of the origin myths of the Native Americans and identifying tribes by name.

(Formative) Assessment:

- ✓ Logo Design for Iroquois Confederation—Group Activity (*Prentice Hall Literature* p29)
- ✓ Reading and assessment homework questions assigned daily from the textbook.
- ✓ Exit Tickets—Add two lines to either the beginning or end of a Harlem Renaissance poem to demonstrate an understanding of the subject matter

Summative Assessment: Assessment questions should be open-ended and should follow the general format illustrated in the Essential Questions/Sample Conceptual Understanding section. (*Synthesis, Analysis, Evaluation*)

- ✓ Theodora Speech (“April Showers”)—Write a brief speech explaining to neighbors what happened in Boston; include reason for going, discussion with publisher, lessons learned from ordeal. (*Prentice Hall Literature* p655)
- ✓ Original Poem—After reading Langston Hughes’ poem “Theme for English B,” students will model Hughes’ style and write an original poem describing themselves. Figurative language elements will also be included to satisfy the learning objective.
- ✓ Comparison-Contrast Essay re: Countee Cullen’s sonnet and Jean Toomer’s open lyric as both were associated with the same literary movement, though each had a distinctive style. (*Prentice Hall Literature* p941)
- ✓ Students will be given an exam that demonstrates acquisition of knowledge and skills related to unit/section.

BIG IDEA II: Tolerance and Persecution

Curriculum Management System

COURSE NAME: LA II

OVERARCHING GOALS

1. Communicate in clear, concise, organized language that varies in content, format and form for different audiences and purposes.
2. Comprehend, understand, analyze, evaluate, critique, solve, and respond to a variety of texts.
3. Investigate, research, and synthesize information from a variety of media sources.

ESSENTIAL QUESTIONS

- ❖ Why do people persecute others?
- ❖ How can people break through the barriers of prejudice and discrimination to promote tolerance?
- ❖ How has the representation of a lack of tolerance in American literature functioned as an impetus for change and affected man's relationship to society (or to others)?
- ❖ What is the importance of tolerance?

SUGGESTED BLOCKS FOR INSTRUCTION: 15

BIG IDEA II:

KNOW		UNDERSTAND	DO
<i>Students will know that:</i>		<i>Students will understand that:</i>	<i>Students will be able to:</i>
2.1	The elements of literature include characters, setting, plot/conflict, theme, point of view, mood, tone and style.	People persecute others because of fear and ignorance.	Identify and describe characters in the novel or play.
2.2	Intolerance/persecution is a recurrent theme in American literature.	People can overcome intolerance with understanding and kindness toward others.	Identify the main conflict and minor conflicts in a novel or play.
2.3	Characters are revealed through direct and indirect characterization.	Literature help people recognize lack of tolerance and the injustice that exists in our society and can help bring about change by encouraging empathy and understanding.	Recognize examples of intolerance/persecution in the novel or play.
2.4	Novels and plays have a protagonist and an antagonist.	Tolerance is necessary in order for people to live in peace and harmony with each other.	Recognize examples of tolerance/understanding/empathy in the novel or play.
2.5	Setting may have important impact on the plot.	<p><u>Sample Conceptual Understandings</u></p> <p>Students will be placed into groups while reading <i>The Crucible</i>. Students will be responsible for preparing a scene from the play. Students will present the scene to the class. After presenting the scene, the students will facilitate discussion and any further teaching. Assessment: How well students worked to put together the scene. How well the students were able to convey the information to the students in the class. Student evaluation using predetermined rubric.</p> <p>While reading <i>To Kill a Mockingbird</i>, students will write an account from the point of view of one of the following characters: a member of the black community a member of jury who believed Tom but was afraid to go against others on the jury, a newspaper reporter from New York, Judge Taylor in his later years, Reverend Sykes Atticus in his, Miss Maudie, Mayella, or Bob Ewell. Adopt a voice appropriate for the character chosen. (Synthesis)</p>	Explain the relationship the setting has on the plot/conflict of a novel or play
2.6	Foreshadowing, flashback, symbolism and irony are literary devices.		Recognize examples of direct and indirect characterization in a novel or play and <ol style="list-style-type: none"> 1. Chart them on a graphic organizer. 2. Use them to support an inference of a character 3. Write an analysis of a character citing examples of direct and indirect characterization.
2.7			Describe the mood and tone of a literary work.
2.8			Use details in the text to make inferences about characters' motives.
2.9			Use details in the text to make predictions about characters and the plot.

BIG IDEA II:

KNOW		UNDERSTAND	DO
<i>Students will know that:</i>		<i>Students will understand that:</i>	<i>Students will be able to:</i>
2.10			Identify the use of literary devices in a work of literature.
2.11			<ol style="list-style-type: none"> 1. Identify the point of view in a novel. 2. Explain the effect the point of view has on a novel. 3. Rewrite a passage in a novel using a different point of view.
			<p>Recognize and explain important themes in a novel or play.</p> <ol style="list-style-type: none"> 1. Identify the theme and list details in the work that support that theme. 2. Compare works with similar themes. 3. Relate themes in literature to personal/real life experiences.
			Identify and describe characters in the novel or play.

21st Century Skills

<i>Creativity and Innovation</i>	<i>Critical Thinking and Problem Solving</i>	<i>Communication and Collaboration</i>
<i>Information Literacy</i>	<i>Media Literacy</i>	<i>ICT Literacy</i>
<i>Life and Career Skills</i>	<i>Technology Based Activities</i>	

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=119

<http://www.iste.org/standards/nets-for-students.aspx>

Learning Activities

- Maintain regular Cornell notes (Note literary terms/concepts introduced and developments in plot, characterization and theme. Also include possible test questions and a personal reflection.) As students read parts of *A Street Car Named Desire* where characters interact, they can write an interior monologue of what the character is thinking. Students should share these interior monologues in small groups or with the class.
- Before reading *Native Son*, students will compile information about Richard Wright. Students will work in groups to compare the information they have gathered and create a time line of major events in the author's life. Construct a 10 line bio poem about the authors life. Later, have students reflect upon the relationship between the author's life circumstances and his writing style and purpose for writing.
- HONORS - Before reading *The Scarlet Letter*, students research and define the 17th century, 18th century, and 21st century cultural views and social customs related to guilt, sin, crime, law, religion, adultery, and morality. What is acceptable in each century? Why or why not? What are the evidences of the social acceptance? Assessment: Student groups create an attractive and informative visual presentation to build a bridge among the historical contexts of the setting of the novel, Hawthorne's time period, and our own modern societal views.
- HONORS - While reading and discussing a novel with an important moral, such as *To Kill a Mockingbird*, students select a song or a poem that they believe contains morals or good lessons that could apply to everyone's life. Students compare the societal and personal issues evident in the era that the song was written with the era of the setting of the novel. What issues seem to transcend time and place? Why? Assessment: Students play the song for the class or read the poem aloud and have a visual to go along with the poem or song. The student presents to the class, in his or own words, the moral or lesson to be derived from the song or poem, as well as the universal societal and personal issues.
- HONORS - While reading *The Scarlet Letter*, students find examples in the novel of the juxtaposition of settings, scenes, and other story details. For example, supernatural vs. reality, light vs. dark imagery, forest vs. marketplace. Students develop an awareness and appreciation of the contrasts, and uncover the more obscure connections made by the technique. Assessment: Students write a thesis which conceptualizes author's purpose and intended message to the reader by the juxtaposition of settings and events in an essay using the analysis of two chosen passages from the novel that reveal juxtaposition.
- HONORS - Before reading a major literary canon, such as *The Scarlet Letter*, students research using the Gale and Ebsco literature databases to select a piece of scholarly criticism on the author's use of characterization, symbolism, authorial intrusions or any stylistic of the author. Students read and summarize the main idea of criticism, evaluate the critic's evidence to support their critique, and analyze the critic's style of language (objective, inflammatory, sarcastic). Students annotate their chosen criticism accordingly. Students make predictions and save all notes. Assessment: After reading the novel, students revisit their piece of scholarly criticism and write a response essay comparing the impact the criticism had on their thoughts before and after reading. Which of the critic's points did they agree with? Why/why not? How did perspective

change after reading the work?

Performance Assessment Task Sample

Assessment Models

- ❖ **NOTE:** The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).*
- ❖ Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Pre-Assessment:

- ✓ KWL chart (perhaps about an author or a time period)
- ✓ Student survey
- ✓ Journal prompt leading to class discussion

Formative Assessment:

- ✓ Study guide questions.
- ✓ Quizzes on chapters within a novel or acts in a play.
- ✓ Exit tickets

Summative Assessment: Assessment questions should be open-ended and should follow the general format illustrated in the Essential Questions/Sample Conceptual Understanding section. (*Synthesis, Analysis, Evaluation*)

- ✓ Unit Test with multiple choice, short answer questions and essays
- ✓ Presentation
- ✓ Mock Trial (Huckleberry Finn is tried for helping an escaped slave)
- ✓ After reading *The Crucible*, students will assume the role of a citizen of Salem and write a persuasive letter to the governor demanding that the witch trials end. Students will use evidence gathered from reading *The Crucible* to support the demand.

BIG IDEA III: The American Dream

Curriculum Management System
COURSE NAME: LA II

OVERARCHING GOALS

- 1. Communicate in clear, concise, organized language that varies in content, format and form for different audiences and purposes.
- 2. Comprehend, understand, analyze, evaluate, critique, solve, and respond to a variety of texts.
- 3. Investigate, research, and synthesize information from a variety of media sources.

ESSENTIAL QUESTIONS

- ❖ What is the American dream?
- ❖ How does the American dream reflect the values of our society?
- ❖ How does literature help us to critique the American dream?

SUGGESTED BLOCKS FOR INSTRUCTION: 15

BIG IDEA III:

KNOW		UNDERSTAND	DO
<i>Students will know that:</i>		<i>Students will understand that:</i>	<i>Students will be able to:</i>
3.1	The elements of literature include characters, setting, plot/conflict, theme, point of view, mood, tone and style.	<p>The American dream reflects both the idealism of American society and the weaknesses of American society.</p> <p>It important to examine weaknesses in our society in order to over come them.</p> <p>It is important to be able to differentiate between illusion and reality.</p> <p><u>Sample Conceptual Understandings</u></p> <p>— Students will write an essay analyzing the character development of Nick Carraway. Note Nick’s attitude toward the Buchanans and Gatsby at the opening of the novel, and trace the gradual change in his attitude toward these characters as the novel progresses.</p> <p>Keep a journal recording references to details which reflect the historical context of the 1920s.</p>	Trace character development throughout the novel or play. Explain how a character grow or changes in the course of the work. Be able to identify events/experiences that cause the character to grow or change.
3.2	The American Dream is a recurrent theme in American literature.		Identify the main conflict and minor conflicts in a novel or play.
3.3	Characters are revealed through direct and indirect characterization.		<p>Recognize and explain important themes in a novel or play.</p> <ol style="list-style-type: none"> 1. Identify the theme and list details in the work that support that theme. 2. Compare works with similar themes. <p>Relate themes in literature to personal/real life experiences.</p>
3.4	Novels and plays have a static and dynamic characters.		Connect plot and theme to the historical/social background of the novel or play.
3.5	Setting may have important impact on the plot.		Recognize examples of social criticism in a novel or play.
3.6	Author’s are influenced by historical events the social background of the period.		Explain the relationship the setting has on the plot/conflict of a novel or play
3.7			

21st Century Skills

<i>Creativity and Innovation</i>	<i>Critical Thinking and Problem Solving</i>	<i>Communication and Collaboration</i>
<i>Information Literacy</i>	<i>Media Literacy</i>	<i>ICT Literacy</i>
<i>Life and Career Skills</i>	<i>Technology Based Activities</i>	

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=119

<http://www.iste.org/standards/nets-for-students.aspx>

Learning Activities

- HONORS - After reading *The Great Gatsby*, ask students to identify someone in their family or town who has achieved or aspires to achieve the American Dream. Conduct background research on the person, the time period they lived, the town/state they are from, their inspirations, career, family, support, and their education. Students prepare questions tailored to the interviewee's life experience based on this background research. Students call or email/write the person to schedule an interview. Compare/contrast with the paths of Jay Gatsby. Assessment: Students generate a thesis of the American Dream and draft an essay based on the paths the two individuals took towards the dream, the obstacles they faced, and the emotions they experienced in their respective quests toward the American Dream.
- HONORS - Character collage. Students skim text for information about a character and complete a four part character map that records specific quotes and page #s of chosen character's dialog, actions, feelings, and appearance. Students meet in small groups based on their choice of characters to share character maps and plan a poster which depicts the essence of that character. Assessment: Using large butcher sheets of paper, markers, and old magazines, students in small groups create a creative character collage including the character's name, images that depict his or her appearance and a setting/event they frequent in the novel, one quotes of dialog, and one quote that includes a description of the character from the novel.
- HONORS - While reading *The Great Gatsby*, students find examples in the novel of the juxtaposition of settings, scenes, and other story details. For example, East Egg vs. West Egg, character/home of Gatsby vs. that of Nick Carraway., Assessment: Students write a thesis which conceptualizes author's purpose and intended message to the reader by the juxtaposition of settings and events in an essay using the analysis of two chosen passages from the novel that reveal juxtaposition.
- HONORS - After reading *The Great Gatsby*, students skim parts of the novel and complete additional research of the 1920s on types of food, clothing, music, hairstyles, jewelry, and dances. Based on interest, students study one aspect of the 1920s to contribute towards a Socialite Party to be held as a culminating event. For example, students demonstrate and teach the Charleston dance, other students provide illustrations, pictures or actual flapper gowns and/or the list of materials and approximate cost. Assessment: Students prepare an informative visual and share their research on the 1920s with the class.
- HONORS - After reading *A Raisin in the Sun* write a final act of the play predicting what will happen to the Younger family one year in the future. Students will model characters' actions to be consistent with characterization revealed in the play.
- HONORS - While reading *The Grapes of Wrath* students will work collaboratively to write a dramatic monologue in the voice of one of the characters in the novel. The monologue should Meet the definition of a dramatic monologue, Accurately and appropriately represent the character in a voice that seems authentic to that individual. Reflect a knowledge of the character and his/her role in the novel, and

- reveal some previously unknown facet of the character's life.
- While reading *The Grapes of Wrath* or *Of Mice and Men*, students will use the internet to access the Library of Congress Web site, *Voices from the Dust Bowl* (<http://lcweb2.loc.gov/ammem/afctshtml/tshome.html>). Students should pay special attention to "The Migrant Experience" section at <http://lcweb2.loc.gov/ammem/afctshtml/tsme.html> and select two or three compelling items they feel enhance their understanding of *The Grapes of Wrath*. Students will share their choices and explain why they selected them.
 - HONORS - After reading the play *Death of a Salesman*, students will read Arthur Miller's essay "Tragedy and the Common Man". Students will judge whether or not Willie Loman fits Miller's definition of a modern tragic hero. Students will write essays supporting their interpretations.

Performance Assessment Task Sample

- ❖ **NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).**
- ❖ **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.**

Assessment Models

Pre-Assessment:

- ✓ KWL chart (perhaps about an author or a time period)
- ✓ Student survey
- ✓ Journal prompt leading to class discussion

Formative Assessment:

- ✓ Study guide questions.
- ✓ Quizzes on chapters within a novel or acts in a play.
- ✓ Exit tickets

Summative Assessment: Assessment questions should be open-ended and should follow the general format illustrated in the Essential Questions/Sample Conceptual Understanding section. (*Synthesis, Analysis, Evaluation*)

- ✓ Students will write an essay analyzing the character development of Nick Carraway.
- ✓ Students will write an essay analyzing Fitzgerald's attitude towards wealth and those who possess it in *The Great Gatsby*.
- ✓ Students will read poem "Harlem – A Dream Deferred" by Langston Hughes. Analyze themes in poems. Explain how themes in poem reflect themes in the play.
- ✓ Write a final scene write a final act of the play predicting what will happen to the Younger family one year in the future. Students will model characters' actions to be consistent with characterization revealed in the play.

BIG IDEA IV: Writing & Research

Curriculum Management System

COURSE NAME: LA II

OVERARCHING GOALS

1. **Communicate in clear, concise, organized language that varies in content, format and form for different audiences and purposes.**
2. **Comprehend, understand, analyze, evaluate, critique, solve, and respond to a variety of texts.**
3. **Investigate, research, and synthesize information from a variety of media sources.**

ESSENTIAL QUESTIONS

- ❖ What role do grammar and mechanics play in crafting a solid piece of writing?
- ❖ How does the absence of proper grammar detract from the audience's enjoyment and understanding?
- ❖ Why is it necessary to research various credible resources?
- ❖ How can using internal citations help a writer to avoid plagiarizing another's work?

SUGGESTED BLOCKS FOR INSTRUCTION: 8

BIG IDEA IV:

KNOW		UNDERSTAND	DO
<i>Students will know that:</i>		<i>Students will understand that:</i>	<i>Students will be able to:</i>
4.1	It is necessary for a source be _____ in order to be credible.	<p>Credible sources offer information that can be trusted and deemed valid, therefore making it appropriate for use in research documents.</p> <p>MLA format is required when inserting an internal citation to avoid plagiarism and to give credit to the author.</p> <p>Proper internal citations allow credible research to be utilized to defend an original thesis.</p> <p>In a debate, a presenter must justify personal viewpoints by defending points with summarized credible research in order for an argument to be valid and concrete.</p> <p>Grammar and mechanics play in crafting a solid piece of writing.</p> <p style="text-align: center;"><u>Sample Conceptual Understandings</u></p> <p>Extracting quotes from a research source to prove a supplied thesis and properly citing each with an MLA formatted internal citation.</p> <p>Student will create an outline of his/her five paragraph essay, which will help the student to see whether his/her ideas are ordered in the most logical fashion and whether any prongs overlap each other.</p>	Gather credible sources relevant to their research topic from the web, databases, and texts.
4.2	MLA designates a particular structure for internal citations.		Correctly utilize the MLA format for internal citations
4.3	Embedding a quote requires a writer to introduce the context, identify the speaker, paraphrase the ideas, and justify the necessity of the quotes' inclusion.		Embed a quote with in a supporting body paragraph using the four standard framing steps.
4.4	Summarization of research points is required in a debate to support judgments and personal views.		Write a five paragraph research paper that includes an original thesis, three credible quotes and citations, and proper MLA format.
4.5	The correct way to use a colon, semi-colon, comma, and parallel structure.		Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4.6			Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
4.7			Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

21st Century Skills

<i>Creativity and Innovation</i>	<i>Critical Thinking and Problem Solving</i>	<i>Communication and Collaboration</i>
<i>Information Literacy</i>	<i>Media Literacy</i>	<i>ICT Literacy</i>
<i>Life and Career Skills</i>	<i>Technology Based Activities</i>	

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=119

<http://www.iste.org/standards/nets-for-students.aspx>

Learning Activities

- Brainstorming Activity—Small groups or pairs working to develop angle for thesis prompt
- Researching credible sources online, in databases, and texts to use as support for thesis
- Thesis, Quotes and Notes—Submission of preliminary ideas to be evaluated by instructor in an effort to determine whether the proposed thesis is worthy of being proven
- Graphic Organizer—Recording pros and cons to a controversial topic in preparation for a debate defending one side of argument
- Saddler Oxford Interactive Tutorial for Avoiding Plagiarism—Independent practice <http://www.sadlier-oxford.com/>
- HONORS—Retain a writing portfolio of graded essays throughout the school year that is kept in the classroom. After each essay is returned, students are given time to reflect and record strengths, weaknesses, and list 1-2 goals for improvement on a reflection sheet. At the end of the year, students choose one of their essays to rewrite as their masterpiece, targeting weaknesses identified throughout the year and integrating the student's goals and strengths as a writer.
- HONORS—Using the Media Center, research the common archetypes in literature in terms of characters, settings, and actions/events (heroes, mother figures, villains, forests, caves, rivers, journeys, rebirth/awakening) in credible websites and databases. Students explore the following questions in an essay or reflective paper: What is an archetype? What do the universal and repeating patterns of archetypal characters, settings, and actions/events reveal about humanity and the human condition? Students identify and analyze one archetype based on a character in a novel read within the last year in the essay.

Performance Assessment Task Sample

Assessment Models

- ❖ **NOTE:** The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).*
- ❖ Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Pre- Assessment:

BIG IDEA IV:

- ✓ MLA Pre-test
- ✓ Show of hands—framing a quotation
- ✓ Journal Prompt—how to transition between ideas within the body of an essay

Formative Assessment:

- ✓ MLA Practice Do Nows-Internal citations, heading formation, page regulations, works cited
- ✓ Self and Peer Revision Activities
- ✓ Framing—Quotation Practice

Summative Assessment: Assessment questions should be open-ended and should follow the general format illustrated in the Essential Questions/Sample Conceptual Understanding section. (*Synthesis, Analysis, Evaluation*)

- ✓ MLA Post-test
- ✓ Research paper that include internal citations, proper MLA format, and a Works Cited page
- ✓ Debate—presented to class

BIG IDEA V: Imagination & Spirituality

Curriculum Management System

COURSE NAME: LA II

OVERARCHING GOALS

1. **Communicate in clear, concise, organized language that varies in content, format and form for different audiences and purposes.**
2. **Comprehend, understand, analyze, evaluate, critique, solve, and respond to a variety of texts.**
3. **Investigate, research, and synthesize information from a variety of media sources.**

ESSENTIAL QUESTIONS

- ❖ How could early American authors utilize their relationship with nature to become more spiritual?
- ❖ How is the author's attitude about a subject crucial to understanding the work?
- ❖ How do diction and structure in poetry help to elicit feelings in the reader?
- ❖ Where does the meaning of a text reside? Within the text, within the reader, or in the transaction that occurs between them?
- ❖ How do we gauge the optimism or pessimism of a particular time period or particular group of writers?

SUGGESTED BLOCKS FOR INSTRUCTION: 15

BIG IDEA V:

KNOW		UNDERSTAND	DO
<i>Students will know that:</i>		<i>Students will understand that:</i>	<i>Students will be able to:</i>
5.1	The source of inspiration for many of the writings of Ralph Waldo Emerson, Henry David Thoreau, and Robert Frost was the natural world.	Some early American authors were deeply spiritual and had beliefs rooted in a connection to the natural world. An understanding of an author's biography assists a reader in making quality predictions about tones and themes of his/her work.	Demonstrate an understanding of nature's impact on early American writing by citing figurative language, word relationships, and tone that showcase an author's admiration for the outdoors.
5.2	An author's attitude and perspective often shapes the content and overarching tone of a piece of literature.	Personalized beliefs and experiences affects that interpretation an individual has with a text and therefore judgments about literature tend to vary greatly between readers.	Evaluate an author's biography and predict what life events, behaviors, or interests may have influenced the content of the work.
5.3	Diction and syntax can be analyzed to determine the generalized attitudes of particular time period of writers.	American authors crafted new styles of writing that continue to affect art, literature, and film in our modern world.	Determine tone by synthesizing an piece of text and extracting examples of diction and syntax that voice the author's attitude.
5.4	Emily Dickinson and Walt Whitman both coined new structures in poetry that were not initially well received by the people of their generation.	<p><u>Sample Conceptual Understandings</u></p> <p>Each student will develop and present a mini lesson analyzing one poem. Student will identify the poetic devices in the poem. Student will develop questions that help the class identify and analyze possible themes in the poem.</p> <p>After reading Dickinson's poetry, have students write their own poem modeled after one of Dickinson's poems. Students will use one of the literary terms that were explored in her poetry.</p>	Cite elements of poetry or short stories by early American authors that made their writing distinctive.
5.5	Gothic literature was first written in the mid-1800s by Edgar Allen Poe.		List the four standards of gothic literature and cite evidence within the text to showcase how it meets the criteria of the genre.
5.6	An author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.		Identify effects such as mystery, tension, and surprise within a short story after evaluating the structure of the text, the order of events within it, and the manipulation of time.

21st Century Skills

<i>Creativity and Innovation</i>	<i>Critical Thinking and Problem Solving</i>	<i>Communication and Collaboration</i>
<i>Information Literacy</i>	<i>Media Literacy</i>	<i>ICT Literacy</i>
<i>Life and Career Skills</i>	<i>Technology Based Activities</i>	

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=119

<http://www.iste.org/standards/nets-for-students.aspx>

Learning Activities

- Civil Disobedience Debate—Group Activity (*Prentice Hall Literature* p416)
- Poetry Reading—Dickinson Poem Presentation (*Prentice Hall Literature* p431)
- Collage Design That Captures the Essence of America Today—Group Activity (*Prentice Hall Literature* p447)
- Monologue Activity--Appeal for the Minister to Remove his Vale [Hawthorne] (*Prentice Hall Literature* p351)

- HONORS—Research an allusion made by Ralph Waldo Emerson from the class readings. Students identify the allusion and provide the title, author, and a brief plot summary of the work the allusion refers to. Students explain the connection between the allusion/reference to the outside work and the current text. Students relate the allusion to the text by interpreting the new twist or separate meaning provided through the use of the literary allusion. Students arrange the information of their interpretation and evaluation of the use and function of the literary allusion on a poster or in an essay format.
- HONORS—Define tone and mood. Model and discuss as a class one text example from the current poetry section (Instructor's Choice) that demonstrates tone (author's attitude about the topic) and another that clearly depicts mood (atmosphere or feeling). Arrange students in groups to select an example of an unread poem that reveals tone and mood. On the board, students share one of their selected passages revealing their analysis of tone or mood. Using a chart, such as Venn diagram, students reveal the overlapping possibility of tone and mood in a few of the poems on the board.
- HONORS—Students choose a favorite author this unit. Students to “invite that author to dinner at their house”, explaining why they chose that author above the others. Students select three other authors with which the favorite character would enjoy dining and the probable topics they would explore during the meal. Students write a letter to their parent/ guardian explaining to them that they have invited several friends for dinner. Describe the people who will be coming, include a few dos and don'ts for parents/guardians to follow so that the guests will feel at home. Extension: Students provide the conversation that would ensue during the dinner party among the guests.

Performance Assessment Task Sample	
Assessment Models	<ul style="list-style-type: none"> ❖ NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, <i>it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</i> ❖ Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.
	Pre-Assessment:
	<ul style="list-style-type: none"> ✓ Word Connotation Activity—Students must write down the first five words that come to mind when the word “alone” is written on the board. Have students’ record responses. Upon completion, each student will write one word from his/her list on the board. As a class, decide if the words have a positive or negative connotation. Instructor will relate the word “alone” and its meaning to Dickinson’s work. ✓ Journal prompts ✓ Interest questionnaire—poetry, nature-based passages, gothic/mystery stories
	Formative Assessment:
	<ul style="list-style-type: none"> ✓ Thumbs up/thumbs down regarding whether concepts discussed are understood ✓ Creating an original title for Emily Dickinson’s poems to demonstrate comprehension of the subject matter and tone ✓ Student discussions
Summative Assessment: Assessment questions should be open-ended and should follow the general format illustrated in the Essential Questions/Sample Conceptual Understanding section. (<i>Synthesis, Analysis, Evaluation</i>)	<ul style="list-style-type: none"> ✓ Anthology Introduction for Robert Frost’s Poems (<i>Prentice Hall Literature</i> p895) ✓ Creative writing—Write the prequel to “The Raven.” Answer the questions “Who was Lenore and what happened to her?” Model the technique of Edgar Allen Poe by including a rhyme scheme and internal rhythm. ✓ Students will be given an exam that demonstrates acquisition of knowledge and skills related to unit/section.

BIG IDEA VI: Freedom

Curriculum Management System

COURSE NAME: LA II

OVERARCHING GOALS

1. **Communicate in clear, concise, organized language that varies in content, format and form for different audiences and purposes.**
2. **Comprehend, understand, analyze, evaluate, critique, solve, and respond to a variety of texts.**
3. **Investigate, research, and synthesize information from a variety of media sources.**

ESSENTIAL QUESTIONS

- ❖ When does government have the right to restrict the freedoms of people?
- ❖ What is the relationship between freedom and responsibility?
- ❖ What does freedom mean to you? (What is personal freedom?)
- ❖ What makes literature controversial?

SUGGESTED BLOCKS FOR INSTRUCTION: 15

BIG IDEA X:

KNOW		UNDERSTAND	DO
<i>Students will know that:</i>		<i>Students will understand that:</i>	<i>Students will be able to:</i>
6.1	The elements of literature include characters, setting, plot/conflict, theme, point of view, mood, tone and style.	Determining when government has the right to restrict the personal freedom of individuals continues to be a question of great import. Those occasions should be rare and carefully considered.	Continue to trace development of character throughout the novel or play. Explain how character grows or changes in the work. Be able to identify events/experiences that cause the character to grow.
6.2	Freedom is a recurrent theme in American Literature.	Government should support the freedom of individuals.	Identify and explain the turning point/climax in the conflict of the novel or play. Explain how the conflict is resolved.
6.3	Writers use satire to criticize society. In satire the vices or shortcomings of an individual or society are held up to ridicule.	Freedom implies choice. With choice comes the responsibility to make good choices and to be accountable for the consequences of decisions.	Recognize the universal nature of themes in literature. Be able to relate situations in literature to real life situations.
6.4	Biographical background of writers impacts the content and tone of a literary work.	Based on individual experiences, people have different conceptions about the meaning of freedom.	Recognize examples of the use of satire and explain how those examples criticize aspects of society and or human nature.
6.5		Literature reflects the writers view of society and/or human nature. Literature may be considered controversial when the writer's view conflicts with the values or social mores of individuals or groups within society.	Analyze the effect of the author's life experiences or the historical era has on a work of literature.
6.6		<u>Sample Conceptual Understandings</u>	
6.7		Students will choose once topic from contemporary society, and in small groups they will write and perform a skit that satirizes this topic in society	
6.8		Or	
6.9		Write a satirical article about something in their school.	
		Or	
		Draw a satirical cartoon.	

21st Century Skills

<i>Creativity and Innovation</i>	<i>Critical Thinking and Problem Solving</i>	<i>Communication and Collaboration</i>
<i>Information Literacy</i>	<i>Media Literacy</i>	<i>ICT Literacy</i>
<i>Life and Career Skills</i>	<i>Technology Based Activities</i>	

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=119

<http://www.iste.org/standards/nets-for-students.aspx>

Learning Activities

- While reading *The Adventures of Huckleberry Finn* by Mark Twain, students will keep a log of symbolism and satire.
- HONORS - Before reading *The Glass Menagerie*, Free write about a childhood memory. Include as many sensory details as you can
- HONORS - While reading *Catcher in the Rye*, have students pick a character in the novel and retell the major events from his/her point of view in the form of a journal. Have students write the journal entries in first person. Have students make the journal look “old” to fit the 50’s time period. Assessment: How well the students were able to take on the persona of another character. How well the students were able to summarize major events in the chapters. Creative ability of the students to make the journal look authentic from the 1950’s.
- HONORS - After reading *Catcher in the Rye* or similar young adult novel, students set up a two week journal in which they record all of their observations, thoughts, feelings, struggles, dialogues with other people, and/or internal monologues which explore the stream of consciousness style. Students review their 14 journals from the two weeks and identify five items that are representative of their personality and/or community or a combination of the two. Assessment: Students write a letter to a future generation describing themselves, their personality and struggles, and why each item was an important part of life in their time.
- HONORS - Honors While reading *The Catcher in the Rye*, students research the allusion made to the Robert Burns poem “Comin thro’ the Rye” and compare the original Scottish version with the modern English translation. Assessment: Student’s comparison reveals comprehension of the poem and application of the poem content to the novel as a whole.
- HONORS - Early in the reading of *Catcher in the Rye*, students complete a close analysis of the writing style of JD Salinger by selecting a passage and identifying at least 4 stylistic patterns such as vividness of description, stream of consciousness technique, use of very short paragraphs, and qualifiers (“If you really want to know about me...”). Assessment: Students choose a passage from a favorite outside reading novel and rewrite the passage in “Holden Speak” as if Holden Caulfield were the speaker. Both passages are typed, and a one page reflection paper explains the student’s rewrite process and the identifiable JD Salinger’s stylistics.
- HONORS - During the reading of *Huckleberry Finn*, students research and analyze idiomatic expressions, local color, and phrases of regional dialogue. Arrange students into groups of 3-4. Each group must locate 5-10 idiomatic or regional expressions (“Hit the books,” “he ain’t fit to save Pete”). Students research 1) the meaning of the phrase in plain/modern language, 2) the region of the US it is/was popularly used, 3) the time period including historical and social setting; 4) the character traits and role of the speaker in the novel; 5) the author’s purpose based on research. Assessment: Students develop a thesis about the social issues revealed by a choice of 2 idioms or regional phrases. Students write an expository essay which will uncover the historical/social issues and modern language interpretation revealed by the idiom/dialog
- HONORS - While reading *The Adventure of Huckleberry Finn* by Mark Twain, students will keep a log of symbolism and characterization. Periodically, during the novel unit, instructor will facilitate class discussions to evaluate the progress and insights gathered in these logs.

BIG IDEA X:

- HONORS - Students will complete a satire “scavenger hunt” that asks them to find historical information and textual examples about topics addressed in *The Adventures of Huckleberry Finn*. Students should gather information and resources presented to them in their history and language arts classes to complete the scavenger hunt. As a class, discuss the findings of the scavenger hunt. (knowledge, comprehension, analysis)



Performance Assessment Task Sample

- ❖ **NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).**
- ❖ **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.**

Assessment Models

Pre-Assessment:

- ✓ KWL chart (perhaps about an author or a time period)
- ✓ Pre- reading attitude survey
- ✓ Journal prompt leading to class discussion

Formative Assessment:

- ✓ Study guide questions.
- ✓ Quizzes on chapters within a novel or acts in a play.
- ✓ Exit tickets

Summative Assessment: Assessment questions should be open-ended and should follow the general format illustrated in the Essential Questions/Sample Conceptual Understanding section. (*Synthesis, Analysis, Evaluation*)

- ✓ Summative Tests
- ✓ Presentations
- ✓ Mock Trial (Huckleberry Finn is tried for helping an escaped slave)
- ✓ After reading *The Catcher in the Rye* research information about clinical depression, and identify the symptoms of the illness that Holden Caulfield demonstrates in the novel .
- ✓ After reading the novel or play, read and respond to a critical review of the work.

BIG IDEA VII: Authenticity

Curriculum Management System

COURSE NAME: LA II

OVERARCHING GOALS

1. **Communicate in clear, concise, organized language that varies in content, format and form for different audiences and purposes.**
2. **Comprehend, understand, analyze, evaluate, critique, solve, and respond to a variety of texts.**
3. **Investigate, research, and synthesize information from a variety of media sources.**

ESSENTIAL QUESTIONS

- ❖ How do speakers use the resources of language to impact and influence an audience?
- ❖ What purposes has public speaking served in history?
- ❖ In what ways are all narratives influenced by bias and perspective?
- ❖ How do writers vary their writing when writing for different audiences and purposes?
- ❖ Why is correspondence (letter writing) a key record of history?

SUGGESTED BLOCKS FOR INSTRUCTION: 10

BIG IDEA X:

KNOW		UNDERSTAND	DO
<i>Students will know that:</i>		<i>Students will understand that:</i>	<i>Students will be able to:</i>
7.1	Effective speakers use a variety of techniques to emphasize key points (restatement, repetition, parallelism, rhetorical question) and to influence an audience.	The observation of others can improve our own presentation skills. Public speaking is used in a multitude of ways both historically and in our modern world.	Determine a central idea of a speech and analyze its development, including how it emerges and is shaped and refined by specific details and techniques.
7.2	Diction and the arrangement of words give a piece of writing its unique quality.	Personal accounts and narrative are influenced by an author's perspective.	Identify the techniques used to emphasize key points in oral speeches.
7.3	Narrative accounts tell the story of real-life events, and they are sometimes subjective.	Having a prior knowledge of an audience or reader and tailoring the message to suit them increases the likelihood the communication will be effective.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.4	A sermon is a speech given from a pulpit in a house of worship.	<p><u>Sample Conceptual Understandings</u></p> <p>Students will read Patrick Henry's speech in the Virginia Convention and Benjamin Franklin's speech in the Convention and identify examples of orator techniques. Instructor will lead a discussion asking students to survey the kind of persuasive appeal (emotional, ethical, and logical).</p> <p>After reading the two examples of letters, students will identify and discuss pieces of the text, specific lines that determine intended audience.</p> <p>Assign each student one amendment from <i>The Bill of Rights</i>. Students must take a stance and decide whether the amendment is justified or gives too much freedom. Students will create a three minute speech utilizing one of the four oral language techniques and present it to the class.</p>	Determine an author's point of view or purpose in a text and analyze it affects his/her point of view or purpose.
7.5	The intended audience varies for a private letter as compared to an epistle.		Cite examples of diction that demonstrate a letter was intended for a private or public audience.
7.6	Primary source documents reflect and comment upon the era in which they were written.		

21st Century Skills

<i>Creativity and Innovation</i>	<i>Critical Thinking and Problem Solving</i>	<i>Communication and Collaboration</i>
<i>Information Literacy</i>	<i>Media Literacy</i>	<i>ICT Literacy</i>
<i>Life and Career Skills</i>	<i>Technology Based Activities</i>	

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=119

<http://www.iste.org/standards/nets-for-students.aspx>

Learning Activities

- Comparison of Narratives—Gathering Details Graphic Organizer (*Prentice Hall Literature* p87)
- Extension Activity—Immigration Advertisements (*Prentice Hall Literature* p213)
- In a personal letter to either Adams or Crèvecoeur, provide an update on the political climate or the immigration process that has changes since his or her lifetime. Students must use descriptive language to help the reader understand the modern world.
- Commentary on a Modern Speech—Group Activity (*Prentice Hall Literature* p195)

- HONORS-- Read three different articles published in newspapers by three different authors on the same event or issue (e.g. global warming, protest march). Students identify fact statements and opinion statements in each. Then, students discuss the types of fact/opinion statements found in each article (expert, informed, and/or uninformed). Evaluate how an author's style, content, and choice of language influence a reader's beliefs and knowledge about the event.
- HONORS—After reading the speeches, Puritan writings, or letters, students role play that they are dining at a Chinese restaurant with the author of any three selections. Students create fortune cookies that would be especially fitting to each of the authors based on the impression given through their diction, syntax, and persuasive appeal. Students choose the most effective and creative method to present each character's fortunes to the class and explain why the fortune was perfect for each character
- HONORS—Before a final test on a novel or unit of short stories, students anticipate test questions using Bloom's taxonomy in a jigsaw lesson. First, students in six groups (4-5 students per group) are assigned to one of the 6 levels of comprehension in Bloom's Taxonomy (knowledge, comprehension, and so on). Next, each student leaves their first Bloom's group to meet in a heterogeneous group where each student will describe their comprehension level as an "expert." Students in these heterogeneous groups prepare 24 questions, with an answer key on a separate sheet of paper. Students create a combination of true/false, multiple choice, and short answer questions on each of the six Bloom's levels (4 questions per level). Students meet in pairs to take each others' tests.
- HONORS— As an exercise to sensitize students to voice and tone in narratives, students select a local problem on which there is divided opinion (school, community, environmental, political). Students write two descriptive and well-supported paragraphs on the same subject – one as the angry critic and one as the satisfied supporter. Students meet in pairs and read each other's work. Students analyze the differences in word choice and language.

Performance Assessment Task Sample

Assessment Models

- ❖ **NOTE:** The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).*
- ❖ Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Pre-Assessment:

- ✓ KWL chart—techniques of persuasion
- ✓ Prediction activity re: variations in styles of letter writing—Before reading *Letter to Her Daughter from the New White House* by Abigail Adams and *Letters from an American Farmer* by Michel-Guillaume Jean de Crevecoeur, have students hypothesize the difference between epistles and private letters.
- ✓ Show of hands—identifying the “voice” of a document

Formative Assessment:

- ✓ Reading and assessment homework questions assigned daily from the textbook.
- ✓ Journal prompts used at the start of class to evaluate the level of understanding from the homework assignment.
- ✓ Turn and talk activities mid-blocks to gauge understanding of individual lessons

Summative Assessment: Assessment questions should be open-ended and should follow the general format illustrated in the Essential Questions/Sample Conceptual Understanding section. (*Synthesis, Analysis, Evaluation*)

- ✓ Bill of Rights (three minute) speech assignment will require students to take a stance and decide whether the amendment is justified or gives too much freedom, while utilizing one of the four oral language techniques.
- ✓ Students will be given an exam that demonstrates acquisition of knowledge and skills related to unit/section.

LANGUAGE ARTS II

Reading

1. The student will be able to recognize central idea or theme.
2. The student will be able to recognize supporting details.
3. The student will be able to connect with prior knowledge.
4. The student will be able to determine the author's purpose.
5. The student will be able to read using appropriate reading strategies.
6. The student will be able to identify and analyze: Text type, Literary forms, Elements, Devices, Patterns of organization.
7. The student will be able to form opinions and conclusions.
8. The student will be able to self assess one's own reading strategies and responses to text.
9. The student will be able to make inferences and predictions.
10. The student will be able to understand new vocabulary.
11. The student will be able to recognize persuasion.
12. The student will be able to use context clues to enhance comprehension.
13. The student will be able to extrapolate information.
14. The student will be able to ask relevant questions to enhance comprehension.
15. The student will be able to distinguish information as relevant/irrelevant/fact/opinion.
16. The student will be able to interpret literary devices.

Writing

1. The student will be able to communicate message intended to audience.
2. The student will be able to develop topic/central idea
3. The student will be able to develop thesis.
4. The student will be able to provide supporting details.
5. The student will be able to create opening and closing.
6. The student will be able to use variety of lead sentences.
7. The student will be able to use logical progression of ideas.
8. The student will be able to use varied sentence structure.
9. The student will be able to engage in writing process.
10. The student will be able to self-assess using standard criteria.
11. The student will be able to develop conclusions.
12. The student will be able to convey point of view.
13. The student will be able to elaborate.
14. The student will be able to select and research a topic.
15. The student will be able to use models or examples.

Suggested Titles for Language Arts II Honors

1. *The Crucible* by Arthur Miller
2. *Scarlet Letter* by Nathaniel Hawthorne (Honors)
3. *Sea of Grass* by Conrad Richter
4. *To Kill A Mockingbird* by Harper Lee
5. *The Great Gatsby* by F. Scott Fitzgerald (Honors)
6. *The Adventures of Huckleberry Finn* by Mark Twain (Honors)
7. *A Raisin in the Sun* by Lorraine Hansberry
8. *The Glass Menagerie* by Tennessee Williams
9. *A Streetcar Named Desire* by Tennessee Williams
10. *Death of a Salesman* by Arthur Miller
11. *Catcher in the Rye* by JD Salinger
12. *Cold Sassy Tree* by Olive Ann Burns (Honors)
13. *The Pearl* by John Steinbeck
14. *Ramona* by Helen Hunt Jackson
15. *A Connecticut Yankee in King Arthur's Court* by Mark Twain
16. *Inherit the Wind* by Jerome Lawrence and Robert E. Lee
17. *Pudd'nhead Wilson* by Mark Twain
18. *Their Eyes Were Watching God* by Zora Neale Hurston (Honors)
19. *Of Mice and Men* by John Steinbeck
20. *The Grapes of Wrath* by John Steinbeck (Honors)
21. *Native Son* by Richard Wright
22. *A Yellow Raft in Blue Water* by Michael Dorris (Honors)
23. Vocabulary Workshop Level E
24. *The American Experience*- Prentice Hall Literature Textbook