

Curriculum Management System

MONROE TOWNSHIP SCHOOLS



Course Name: LANGUAGE ARTS III HONORS
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: <Type Date Here>

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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://parcconline.org>

Quarter 1	
Unit Topics(s)	
<p>I. Courage</p> <p>a. <i>Beowulf</i> (700-1000 AD) by Anonymous</p> <p>b. Poems from the <i>Exeter Book</i> “The Seafarer,” “The Wanderer,” and “The Wife’s Lament” (960-990 AD)</p> <p>c. “Courage” from <i>The Pagan and the Pen</i> (Contemporary media/nonfiction)</p> <p>d. Contemporary nonfiction short story on courage, such as “The Whale Sound” (2001) or “The Bully” (2003) by Roger Dean Kiser</p> <p>e. “The Courage that My Mother Had” (1917) by Edna St. Vincent Millay</p> <p>f. “Song on the End of the World” (1944) by Czeslaw Milosz</p> <p>g. “Richard Cory” (1897) Edward Arlington Robinson</p> <p>h. “Richard Cory” (1966) Simon & Garfunkel</p>	<p>II. Community</p> <p>a. <i>The Canterbury Tales</i> (1386-1395) by Geoffrey Chaucer</p> <p>b. <i>Things Fall Apart</i> (1958) by Chinua Achebe</p> <p>c. “The Second Coming” (1919) William Butler Yeats</p> <p>d. Medieval fine art such as Pieter Brueghel’s “Children Playing” (1566) or “The Wedding Dance” (1560)</p> <p>e. Medieval Ballads “Barbara Allan” and “Get Up and Bar the Door”</p> <p>f. “The Hammer Man” (1966) by Toni Cade Bambara</p> <p>g. <i>Brave New World</i> (1931) by Aldous Huxley</p> <p>h. “X” (1978) by Lois Gould</p> <p>i. “Araby” (1914) by James Joyce</p>

Quarter 2	
Unit Topic(s)	
<p>III. Spirituality</p> <ul style="list-style-type: none"> a. <i>Inferno</i> (1314) by Dante Alighieri b. <i>Siddhartha</i> (1922) by Herman Hesse c. “from the <i>Rig Veda</i>” (1400 BC) Indian “praise verse knowledge” d. “from the Bhagavad-Gita The Yoga of Knowledge” (200 BC – 200) e. TED Talk: Rick Warren, “A Life of Purpose: Spiritual Emptiness is a Universal Disease” (2006) f. <i>What Dreams May Come</i> (1998) Film Robin Williams 	<p>IV. Power and Ambition</p> <ul style="list-style-type: none"> a. <i>Macbeth</i> (1606) by William Shakespeare b. “from The Poetics: Elements of Tragedy” (330 BC) by Aristotle c. “The Eight Elements of Shakespearean Tragedy” d. Nonfiction research on power and ambition in society (politicians, corporations, celebrities, “hot topics”) e. Literary analysis of the tragic hero, a parallel text, or literary topic f. “The Macbeth Murder Mystery” (1943) by James Thurber g. “The Demon Lover” (1945) by Elizabeth Bowen

Quarter 3	
Unit Topic(s)	
<p>V. Romance</p> <ul style="list-style-type: none"> a. Shakespeare's sonnets b. <i>Pride and Prejudice</i> (1813) by Jane Austen c. "from A Vindication of the Rights of Woman" (1792) by Mary Wollstonecraft d. Romantic poetry by William Wordsworth, William Blake, Lord Byron, Percy Bysshe Shelley, and John Keats, such as "I Wandered Lonely as a Cloud," "The Tyger" and "The Little Boy Found," "Ode to the West Wind," and "Ode on a Grecian Urn" (18th-19th Century) e. "The Passionate Shepherd to his Love" by Christopher Marlowe 905 f. "The Nymph's Reply to the Passionate Shepherd" by Sir Walter Raleigh (1600) 	<p>VI. Relationships</p> <ul style="list-style-type: none"> a. <i>Jane Eyre</i> (1847) by Charlotte Bronte b. "A Warning Against Passion" (1840) by Charlotte Bronte c. Nonfiction readings on class-bound societies and societal expectations of the Victorian woman and the home (BBC Online) d. "Haunted by that Troublemaker in the Attic" <i>The New York Times</i> (April 27, 2007) e. "A Cup of Tea" (1922) by Katherine Mansfield f. Study of Victorian decorative arts and the Aesthetic Movement (architecture, painting, fashion)

Quarter 4	
Unit Topic(s)	
<p>VII. Conflict/Change</p> <ul style="list-style-type: none"> a. <i>Metamorphosis</i> (1915) by Franz Kafka b. “The Dual Being” (1910) by Sri Aurobindo c. “From Letter to His Father” (1919) by Franz Kafka d. The dual being in popular culture (extrinsic and intrinsic), such as Gollum from <i>Lord of the Rings</i>, and <i>The Incredible Hulk</i>. e. “A Bug’s Life. Really.” (March 9, 2008) <i>The New York Times</i> f. “How to Handle Unresolved Conflict in Your Family” (About.com 2011) g. “Gaston” (1962) by William Saroyan h. “from <i>The Metamorphoses</i>: The Story of Pyramus and Thisbe” (8 AD) by Ovid i. “Shooting an Elephant” (1936) by George Orwell j. “The Unknown Citizen” (1939) by WH Auden 	<p>VIII. Ritual</p> <ul style="list-style-type: none"> a. <i>Oedipus the King</i> (430 BC) by Sophocles b. Elements of Greek culture, drama, theater, and tragedy c. “The Myth of Sisyphus” (1942) by Albert Camus d. “The Adventure of the Speckled Band” (1892) by Sir Arthur Conan Doyle e. “Sherlock Holmes’s Top Ten Lessons for Problem Solvers” f. Webquest: “Unsolved Mysteries” webenglishteacher, Sherlockian.net g. Nonfiction research on unsolved mysteries (Amelia Earheart, Bermuda Triangle, Atlantis)

Quarter I: Unit I - Courage

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>Reading Literature 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 band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Literature 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>Writing 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>Writing 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> <p>Speaking SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.)</p> <p>Speaking SL.11.12.2 Integrate multiple sources of information presented in diverse format and media (e.g. visually, quantitatively, orally) in</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Identify, compare, and evaluate the cultural ideals, values, and beliefs in ancient and modern societies. Experience courage as a feature of legends and as an inspiration for modern life. View monsters and vast, dangerous settings as metaphors for the challenges of daily life. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Heroes perform courageous deeds that reflect the values and ideals of an era Courage and honor are timeless themes continually formed by following one's convictions and meeting all situations with wisdom, clarity, and responsibility. Courage is a quality of mind or spirit that enables one and inspires others to act in accordance with their beliefs, enabling them to face life's inherent obstacles. By discovering and reflecting on instances of courage displayed in various literary genres, students make connections with modern experience. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> Are the virtues and values held by heroic characters still relevant in contemporary society? What is the lasting impact of the oral tradition? How do individuals' acts of courage impact not only themselves, but also others?
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Background information about the Anglo-Saxon and medieval periods Characteristics of the epic and epic hero Anglo-Saxon Earthly Virtues Elements of poetry and strategies for 		<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Placing a work within its historical context Reading poetry aloud Interpreting poetic devices and figurative language Analyzing poetry to make connections

<p>order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Speaking SL.9-12.5 Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence ant to add interest.</p> <p>Language L.11-12.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p> <p>Language L.9-12.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-12 reading and convent, choosing flexibly from a range of strategies.</p> <p>Language L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.</p> <p>Language L.9-12. 6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. </p>	<p>reading poetry</p> <ul style="list-style-type: none"> • Plot, setting, and main characters of <i>Beowulf</i> • Literary devices and terms, such as alliteration, assonance, caesura, imagery, kenning, metaphor, symbolism, and stock epithet • Vocabulary taken from the literature 	<p>between ancient and modern cultural values, beliefs, and attitudes.</p> <ul style="list-style-type: none"> • Defining vocabulary in context and applying it to new areas.
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Quarter I: Unit I - Courage
Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<ol style="list-style-type: none"> 1. Statement of the goal 2. List of steps necessary to achieve the goal 3. Timetable showing how long each step should take 4. List of any special supplies or facilities 5. Estimate of all costs involved (hourly rate, supplies) 	<p>PERFORMANCE TASK(S):</p> <p>Professional Proposal. Beowulf visits the Danes to offer his services. He is thus an early example of a freelancer, which originally was a warrior for hire but today is any person who sells his or her services to employers with or without a long-term commitment. Freelancers, contractors, and other self-employed people often write proposals for jobs they are skilled to perform. Students work in small groups to write a proposal for a commercial task or personal services.</p>
<ol style="list-style-type: none"> 1. Resume or biography must include information about the chosen character's background, experiences, mentorships, and achievements that exhibit a clear and accurate understanding of the character and his goals. 2. Free verse narrative must establish voice through use of alliteration, personification, and imagery, and include a kenning. 3. Letter should capture the same tones and moods expressed by the speaker at various points in the poem, and include relevant details and images from the poem as metaphors for emotions. 	<p>OTHER EVIDENCE:</p> <ol style="list-style-type: none"> 1. Resume. Provide students with examples of model resumes and biographies. Students may choose to write a resume or biography of Beowulf, Hrothgar, or Wiglaf. 2. Narrative. Students discuss how setting (i.e. harsh sea, remote woods, economic hardships) played a pivotal role in Anglo-Saxon society. Students conjecture on what elements in today's world impact most significantly on us. Have students create a short free verse narrative that examines a profound personal loneliness engendered by outside forces. Students read their poems aloud for the class. 3. Letter. Rewrite the poem as a letter to a loved one who has been left behind. Encourage students to begin by paraphrasing each paragraph of the poem, and then to write their letter using the paraphrases as a guide. 4. Formative assessments in the form of quizzes, class discussions, topic blogging, and/or journaling. 5. Unit test including literature, literary devices, epic, epic hero, historical context, vocabulary, and elements of poetry.

Quarter I: Unit I - Courage

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

1. Preassess: Student journaling/discussion of essential questions. KWL or informal questions including vocabulary, literary terms, and the names of the characters, titles of the works, and a few questions on the historical period to see what students know.
2. Explore historical context with one or two short documentaries: 1. Old and Middle English Part I, 5:38, Youtube <http://www.youtube.com/watch?v=ZxhJhLOWJxw> and/or 2. Old and Middle English Part 2, 3:58, Youtube
3. Cornell Notetaking: *The Language of Literature: British Literature* textbook on pp. 18-26.
4. Overview of Old English. iTunes University; Colleges and Universities; Oxford University; “An Introduction to Old English” Poetry and Slides. Release Date 11/2/2009. Dr. Stuart Lee.
5. WebQuest BBC Online: *Ancient History: Anglo-Saxon* tales and history at http://www.bbc.co.uk/history/ancient/anglo_saxons/
6. Hone effective listening skills during oral presentations, poetry reading, and class discussions
7. Present the vocabulary for the study of *Beowulf* and the poems from the *Exeter Book*. Students create flash cards, set up a word wall, and/or separate word by prefix, suffix, and base, and use an online resource to research each word’s history and structure.
8. Develop a class definition of “courage” by using wordle.net or a cluster web of volunteered thoughts.
9. Read nonfiction article “Courage” <http://thepaganandthepen.wordpress.com/2010/06/17/courage/>
10. Have students compose a short piece that offers a concrete illustration of their personal understanding of courage. Each student should describe a concrete episode that demonstrates courage for him or her, and explain the ways that this episode specifically demonstrates the characteristics of courage as he or she sees it.
11. While reading, provide comprehension checks to help students think through the literature. Ask students to paraphrase material in their own words to help less proficient readers.
12. Create a two-column chart. In column one, list common characteristics of epics. While reading, slot examples of the characteristics into the chart. See *The Language of Literature: British Literature* textbook pp. 28-29.
13. Discuss whether *Beowulf* or *Wiglaf* best fulfills the Anglo-Saxon Earthly Virtues of bravery, loyalty, generosity, and friendship.
14. Have students select 3-5 meaningful quotations from the text. Create a 3-5 minute iMovie or Youtube video that connects images and music that illustrate the characters, setting, and mood of the text.
15. Identify kennings in the poems and explain what they mean. Create original kennings for friends or objects in the classroom.
16. Compare/contrast one of the poems in Old English side-by-side with the modern translation <http://www.apocalyptic-theories.com/literature/seafarer/sea1a.html>
17. Prepare a Venn diagram to compare and contrast two of the poems, considering the facts about each speaker’s past, what each speaker has lost, what is each speaker’s attitude toward his current situation, and similar or contrasting images and details.
18. Read contemporary nonfiction about courage in modern life, such as in the short stories of Roger Dean Kiser: <http://www.short-stories.co.uk/> and media file video <http://www.rogerdeankiser.com/Bully.htm>
19. Solve and illustrate any of the riddles from *The Exeter Book* http://penelope.uchicago.edu/~grout/encyclopaedia_romana/britannia/anglo-saxon/flowers/enigmata.html

Resources:

The Language of Literature: British Literature. Boston: McDougal Littell, 2000.

Additional vocabulary enrichment sources, such as Sadlier Oxford Vocabulary Workshop Level F or SAT Word Power

Quarter I: Unit II – Community

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>Reading Literature 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 band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Literature 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>Writing 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>Writing 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> <p>Speaking SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grades 9-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.)</p> <p>Speaking SL.11.12.2 Integrate multiple sources of information presented in diverse format and media (e.g. visually, quantitatively, orally) in</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Discern that different modes of expression have enabled writers throughout history to express their views of family, community, and larger society. Analyze literature to gain a better understanding of self, others, society, and the human condition. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Communities have survived across centuries despite hardship and war. Traditional beliefs and customs are developed, practiced, modified, and shared among cultural groups While the modern era is characterized as a time of rapid change, humans prepare and support each other by relying on cultural tradition and beliefs. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What universal character traits are most robust and enduring in a community? Which traits are most challenging? What are the secular and religious causes for strife, sacrifice, judgment, and joy in a community? How have traditions such as chivalry, courtly love, family, and marriage been altered by modern life?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Background information about the life and times of Geoffrey Chaucer Vocabulary from the literature Plot elements Literary terms such as characterization, irony, flashback, metaphor, narrative, point of view, prologue, symbol, tone Vocabulary from literature 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Recognizing features of a community’s values and strengths through its literature Reading and analyzing literature Interpreting literary devices Viewing and making connections between literature and community with artistic representations of daily life Evaluating characters Interviewing skills Story telling and writing Defining vocabulary in context

<p>order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Speaking SL.9-12.5 Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence ant to add interest.</p> <p>Language L.11-12.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p> <p>Language L.9-12.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-12 reading and convent, choosing flexibly from a range of strategies.</p> <p>Language L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.</p> <p>Language L.9-12. 6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>		
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Quarter I: Unit II – Community Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p>1. Newspaper front page will include a headline and accompanying lead story, adjoining articles, and various other elements that demonstrate knowledge of medieval English society.</p> <p>2. Cover letter and resume should be in a professional, contemporary format. Provide accurate, factual, and fictional experiences and education.</p> <p>3. Survey results should clearly display the remedies, ailments, symptoms, and the perceived level of relief/success. Surveyed students may be anonymous.</p>	<p>PERFORMANCE TASK(S):</p> <p>1. Newspaper. Using a newspaper template on the computer, have students create the front page of a local newspaper originating in Canterbury, England, during the fourteenth-century. Option to develop a news broadcast</p> <p>2. Resume. Choose a pilgrim and prepare a job description and resume based on the pilgrim's experience and role in the group. Use the computer and templates to evaluate and choose an effective resume template to display the pilgrim's information. Invent a job and create a cover letter.</p> <p>2. Survey. Traditional Ibo culture depended upon folk wisdom and medicine men to cure illness. Research folk medicine to learn about traditional remedies and holistic cures that are entering the mainstream of Western medicine (vinegar for blood pressure, herbs, acupuncture, etc. see http://www.earthclinic.com/). Conduct a survey of your classmates to learn about the various remedies used by their families. What modern medical practices are similar to the one Okonkwo used to treat his daughter Ezinma? Prepare a spreadsheet or pie chart to display survey results.</p>
<p>1. Students work as a whole class to generate a rubric of criteria and levels of performance for character sketch.</p> <p>2. Interview and narrative. Story must contain character personality, sensory details, climactic moment, conflict, suspense, rising actions, and falling actions. Students create criteria for the best story and evaluate each other's stories on presentation day.</p>	<p>OTHER EVIDENCE:</p> <p>1. Character Sketch. Select a pilgrim from the General Prologue to The Canterbury Tales and write a fully developed character sketch of him or her, concentrating on his or her virtues and vices as a product of society. Then, have the students create character sketches of themselves, detailing how they compare and contrast with the pilgrim in significant areas.</p> <p>2. Interview and narrative. Tell an original, short story that is based loosely on a factual account. To help generate topics and ideas for this original story, interview an <u>older</u> person, such as a grandparent, aunt, uncle, or parent. Ask the interviewee questions that trigger particular memories: "Firsts," such as learning to ride a bicycle, first job or first date, or stories about unusual pets, forts, sports, circuses/fairs, or even a time they skipped school. Take accurate notes and get as many concrete and specific details as possible, including full sensory details about the events. As the interviewee is talking, try to picture the incidents as scenes and how you may fictionalize them with your own creativity. Plan the story using a plot triangle. Then write the story. Tell it to the class.</p> <p>3. Formative assessments in the form of quizzes, class discussions, topic blogging, and/or</p>

journaling.

4. Unit test including literature, literary devices, historical context, vocabulary, and elements of plot.

Quarter I: Unit II – Community Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

1. Through journaling and pair share, pre-assess what students have heard about the medieval ages and *The Canterbury Tales*, and whether or not they understand the concept of a pilgrimage. Ask students to see if they can define the vocabulary words from the unit.
2. In groups, students explore, record, and present the salient points of a section of medieval history <http://www.medievalplus.com/>
3. Introduce students to vocabulary from the literature. Have students place the new words in their own context sentences and share with a partner.
4. Explain what the “code of courtly love” involves and illustrate your explanation with examples from *The Canterbury Tales*.
5. Compare the many views of the role of women expressed in *The Canterbury Tales*. How does each fit into medieval society? How does each fit into modern society?
6. What is a fabliau? How is it used extensively in *The Canterbury Tales*? What other pieces of literature can you find that use fabliau?
7. Compare and contrast a set of characters from *The Canterbury Tales* or *Things Fall Apart*, include how the character traits and roles are still viable and in evidence in communities today.
8. View artistic representations of community life in the middle ages (100-1500 AD). Select a modern painting that effectively captures current society in the way that the student sees it. Compare/contrast the positive and negative aspects of communities as evidenced in each painting.
9. Prepare to read two ballads “Barbara Allan” and “Get Up and Bar the Door” by asking students to relate some modern songs that tell a story. While reading the ballads aloud, have students paraphrase the meaning of the story presented in each.
10. While reading *Things Fall Apart*, determine what represents wealth and prosperity in rural Ibo society. What might a wealthy Ibo villager possess? How does this compare with signs of wealth in modern society?
11. After reading *Things Fall Apart*, write a conversation that might have taken place between Okonkwo and his father shortly before the old man died.
12. Characterize Okonkwo’s relationship with his wife and children. Why do you think his behavior is tolerated by Ibo society? What has this book revealed about the role of women in traditional society? Research the role of women in contemporary Nigeria.
13. Research the climate, geography, education, government, and major landmarks of Nigeria. When is the rainy season? What crops are grown? What part of the country has an agricultural economy? What forms of education are present? What is the form of government? Are there any conflicts in Nigeria at this time? How do these features generate the distinct community culture seen in the novel *Things Fall Apart*?
14. Journal or develop a dramatic monologue about a time when you, like Okonkwo in *Things Fall Apart*, were torn between what society

expected of you and what your emotions dictated. Tell whether you took any action and what was the result.

15. Construct a Venn diagram to compare rituals of birth, marriage, or death in an Ibo village to those in modern culture.

16. After reading *Things Fall Apart*, read the poem “The Second Coming” by William Butler Yeats that appears opposite the title page in *Things Fall Apart* and in the British Literature textbook pg. 989. With a partner, discuss the possible meaning of these lines. Defend whether the poem reinforces or contradicts your interpretation of the poem. Select a poem or a song that exemplifies your view of community.

17. View TED Talk: Community: “Daniel Goleman on compassion” (2007) and why lack of it is a predicament of modern communities (13 min.). Invite students to compare the narcissism and self-absorption of modern life to the values expressed in the literature of the past.

18. Independent reading option: *Angela’s Ashes* by Frank McCourt. Assign students novel to read outside of class with dialectical journals due on the last class of each week.

Resources:

The Language of Literature: British Literature. Boston: McDougal Littell, 2000.

Plot Triangle <http://www.readwritethink.org/classroom-resources/student-interactives/plot-diagram-30040.html>

Art of the Middle Ages <http://www.middle-ages.org.uk/middle-ages-artists.htm>

Resume templates <https://docs.google.com/templates?q=resume#>

Professional cover letter samples <http://writingcenter.unc.edu/handouts/business-letters/>

Optional vocabulary enrichment sources, such as Sadlier Oxford Vocabulary Workshop Level F or SAT Word Power |

Quarter 2: Unit III – Spirituality

Stage 1 Desired Results

ESTABLISHED GOALS		
<p>Reading Literature 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 band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Literature 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>Writing 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>Writing 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> <p>Speaking SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grades 9-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.)</p> <p>Speaking SL.11.12.2 Integrate multiple sources of information presented in diverse format and media (e.g. visually, quantitatively, orally) in</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Interpret clues to an ancient civilization and the ways in which it reflects timeless concerns, such as salvation and spiritual renewal. • Gain practical ideas for a more examined, mindful approach to life • Understand Eastern conception of the soul and the distinction between the material world and reality.. 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Western philosophy relies on action, reason, and rationality, while Eastern philosophy comes from a more abstract, spiritual connection to the universe. • Spiritual journeys or quests provide new space, physical and/or mental, in which a person may achieve clarity and commitment to his or her goals and personal fulfillment. • While the forces of nature and society are both benevolent and violent, the human existence may overcome all through acceptance, love, and compassion. • Ancient philosophers from Greece to India Aristotle and Plato implied there are no limits to what language can express when communication is flexible and uninhibited 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What is the difference between Eastern and Western philosophical traditions? • Why might a person desire to leave the life they know to go on a spiritual quest or journey involving self-sacrifice or danger? • How do religion and spirituality impact life?

<p>order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Speaking SL.9-12.5 Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence ant to add interest.</p> <p>Language L.11-12.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p> <p>Language L.9-12.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-12 reading and convent, choosing flexibly from a range of strategies.</p> <p>Language L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.</p> <p>Language L.9-12. 6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	<table border="1"> <thead> <tr> <th colspan="2">Acquisition</th></tr> </thead> <tbody> <tr> <td data-bbox="766 224 1339 1390"> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Historical background of <i>The Divine Comedy</i>, <i>Siddhartha</i>, <i>The Rig Veda</i>, and Romantic poets. • Biographical information about authors • Allegory, canto, epic, metaphor, moral, mythology, personification, simile, symbolism • World concepts of the soul and the creation of the world • Religious beliefs and concerns of ancient people • Eightfold Path and Four Noble Truths • Vocabulary from literature </td><td data-bbox="1339 224 1911 1390"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Comparing and expressing philosophical views related to literature and one's own culture • Collecting ideas for writing from passages and thoughts of their own • Writing about the application of world concepts of philosophy • Engaging in debate and supporting opinions with ideas gleaned from literature • Comparing and contrasting beliefs of Eastern and Western thought • Using technology and visual media to present information • Identifying, applying, evaluating, and synthesizing abstract and concrete language in literature and in painting • Composing an allegory </td></tr> </tbody> </table>	Acquisition		<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Historical background of <i>The Divine Comedy</i>, <i>Siddhartha</i>, <i>The Rig Veda</i>, and Romantic poets. • Biographical information about authors • Allegory, canto, epic, metaphor, moral, mythology, personification, simile, symbolism • World concepts of the soul and the creation of the world • Religious beliefs and concerns of ancient people • Eightfold Path and Four Noble Truths • Vocabulary from literature 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Comparing and expressing philosophical views related to literature and one's own culture • Collecting ideas for writing from passages and thoughts of their own • Writing about the application of world concepts of philosophy • Engaging in debate and supporting opinions with ideas gleaned from literature • Comparing and contrasting beliefs of Eastern and Western thought • Using technology and visual media to present information • Identifying, applying, evaluating, and synthesizing abstract and concrete language in literature and in painting • Composing an allegory
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Quarter 2: Unit III – Spirituality

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p>1. Students must actively participate at least twice, summarize/restate the previous speaker's argument before responding, and use specific examples from the text. Students must move to the opposite side at some point. Students must complete a reflection at the end.</p> <p>2. & 3. Well developed, descriptive narratives Use of allegory, allusion, imagery Insightful Teacher created writing rubric</p>	<p>PERFORMANCE TASK(S):</p> <p>1. Philosophical Chairs: After reading <i>Siddhartha</i>, conduct a philosophical chairs session in which students sit in sections on whether they agree, disagree, or are uncertain on a philosophical viewpoint from Siddhartha or another work from the unit. Examples from <i>Siddhartha</i> may be, "The world of appearances is transitory." "True wisdom cannot be taught in words; experience is the greatest teacher." "A person's success can be judged by his or her material wealth." "We are living in a soft, well-upholstered hell."</p> <p>2. Short Story. After reading "The Garden of Forking Paths" by Jorge Luis Borges, note the author's use of allusions and the symbolism of the labyrinth in the development of his theme. Working in small groups, have students write a short story in which the protagonist finds him or herself trapped in a symbolic labyrinth. Incorporate allusions to contemporary society to aid in the development of the labyrinth symbolism.</p> <p>3. Multimedia Presentation. After a study of several cantos from <i>Inferno</i>, have students brainstorm ideas for an original, contemporary canto. Have them select a contemporary sinner or group of sinners for whom they design an appropriate punishment. Have students compose a canto of thirty to sixty lines retaining Dante's rhyme scheme and verse form, and emulating the poet's use of imagery.</p>
<p>1. Rubric geared to product (collage or technology such as iMovie)</p> <p>2. Essay. Well developed details from literature Quotations to prove student opinion Thesis that can be proven MLA Format Insightful</p>	<p>OTHER EVIDENCE:</p> <p>1. Collage, iMovie, or Keynote Presentation. Each student selects a self-help topic, e.g. healthful living, beauty, career success, weight loss, defying one's age, to study how it is visually portrayed in the media today. Students create a collage of the ads they have found on the topic and write a commentary about the conclusions that can be drawn from the media content and design.</p> <p>2. Informative/Explanatory Essay. After reading Dante's <i>Inferno</i>, discuss how allegory reveals the values of the Middle Ages. What sins are most punished and why? Do you agree with the hierarchical circles of hell that Dante creates? Use textual evidence to support an original, concise thesis statement.</p> <p>3. Film Study. Students discuss current popular movies, focusing on characters, plots, themes, and settings. Tiered by interest, small groups select one movie for study. Students consider whether the</p>

	<p>film portrays life as it is (reality) or as we would like it (idealized). The group prepares a short report or slideshow in which they reflect on the film's view of reality. Each group presents findings to the class.</p> <p>4. Music and Found Poem. Allow students to select one poem from the unit (Shelley, Blake, or Keats) that they feel speaks to them. Research the poet's homeland. Have each student select a musical composition that they feel captures the mood of the poem and perform the poem for the class. Option - Have students construct a new poem that begins with a favorite line of verse from their chosen poem from the unit. Select music to accompany the found poem and present to the class.</p> <p>5. Formative assessments in the form of quizzes, class participation, discussion, topic blogging, and/or journaling.</p> <p>6. Unit test including literature, literary devices, historical context, and vocabulary</p>
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Quarter 2: Unit III – Spirituality

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

1. Before reading Dante's *Inferno*, journal about someone who has helped you solve a difficult problem or make a decision in your life. How did that person help you? What did he or she do? In contrast, relate a time that you helped someone get through a difficult situation. What about that process was difficult?
2. Journal essential questions before, during, and/or after the unit asking students to apply prior knowledge as well as the literature.
3. Study vocabulary from the unit by creating concept circles or word webs to explore the connotations of meaning. <http://www.wordle.net/>
4. Assign students in groups one of the circles of hell and have them explore the allusions, image gallery, and study questions at the interactive site <http://danteworlds.laits.utexas.edu/index2.html>
5. Before reading *Siddhartha*, find out what students know about Hinduism and Buddhism. On the board, add a Knowledge and Question column under each heading. Elicit student responses: What do they know and what questions do they have about these two religions? Provide students time to research and define: Brahmin, Brahman/Brahma, Om, Atman, All-Radiant, Rig-Veda, Upanishads, Samanas, Nirvana, Mara, Maya, Samsara, Krishna, and Agni.
6. To set a purpose for reading, have students read and examine the poem "Night" from the *Rig Veda*, paying close attention to the ancient poet's use of figurative language such as similes and personification to generate a vivid portrait of the night. Using Pages or Keynote, create an artistic background for the poem that captures the poet's conception of night.
7. Before reading the selections on Indian literature, ask students for their definitions of an "enlightened person."
8. Introduce students to the Eightfold Path and Four Noble Truths of Buddhism by teacher lecture, outlining, class discussion, and research using online resources <http://thebigview.com/buddhism/>.

9. While reading *Rig Veda* or *Bhagavad-Gita*, set up a two-column dialectical journal in which meaningful quotations are recorded on the left and the meaning of the selected quote to the student's own culture, beliefs, or religion on the right. Write a short essay to compare/contrast modern and in many cases Western views with that of the ancient Eastern views.
10. While reading *Siddhartha*, trace the cycle of either the friendship between Siddhartha and Govinda or Siddhartha's search for self.
11. During reading of *Siddhartha* and *Inferno*, use textual examples from the literature to support theme. From these examples, determine the author's main message. Discuss what you learned from the story.
12. What would Siddhartha have to say to Dante if given the chance to talk or correspond on the topic of spiritual journeys? Write or perform a short dialogue, skit, or letter.
- Help students understand who they are and where they are going by taking a free spirituality test at <http://www.the-spiritual-journey.org/>
13. During reading of *Siddhartha*, analyze the symbolism of the songbird; of the river; of Vasudeva.
- Ask students to write a poem called "Who I Am." The only rule is that each line should begin with the words "I am..." Samples and template: <http://ettcweb.lrk12.nj.us/forms/iampoem.htm>
14. Select a deity and compare earlier fine art images from the medieval period to later ones. For instance, compare Giotto's Arena Chapel frescoes with Masaccio's at the Brancacci Chapel. How do we see depictions of man change? Do religious figures take on more earthly characteristics as the Middle Ages wane? Select a deity, such as Jesus, Buddha, Moses, or Krishna. What changes do you observe in the various depictions of religious deities, both as a child and as an adult.

Resources:

Literature: World Masterpieces. Englewood Cliffs: Prentice Hall, 1991. Print.

Dante's *Inferno* and *Infernal Grammar* <http://legacy.teachersfirst.com/lessons/dante/goals.shtml>

Siddhartha resource <http://cummingstudyguides.net/Guides6/Siddhartha.html>

Buddhism <http://thebigview.com/buddhism/>

Philosophical Chairs directions and handouts http://www.avidregion4.org/resources/teacher_counselor.html

Multi-media and other rubrics <http://www.schrockguide.net/assessment-and-rubrics.html>

HSPA Writing Rubric and Related Information <https://www.measinc.com/nj/NJHSPA/Default.aspx>

Optional vocabulary enrichment sources, such as Sadlier Oxford Vocabulary Workshop Level F or SAT Word Power |

Quarter 2: Unit IV - Power and Ambition

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>Reading Literature 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 band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Literature 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>Writing 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>Writing 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> <p>Speaking SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.)</p> <p>Speaking SL.11.12.2 Integrate multiple sources of information presented in diverse format and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Speaking SL.9-12.5 Make strategic use of digital</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Gain insight into human ambition and dominant character traits Realize why ambition, risk-taking, and success are highly valued in society 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Ambition is best to have in moderation; too little appears as laziness and procrastination and too much leads to criticism and violence Excessive ambition is a result of fear, paranoia, and chaos Obsession with power, ambition, success, greed, and fear cloud a person's judgment. Social and cultural beliefs, such as fate, superstition, and religion, shape our perceptions and interpretations of life events. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can ambition help or hinder people? What forces cloud judgment from choosing between right and wrong? What influences our perceptions and reactions?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Elements of the Elizabethan Chain of Being Structure of Shakespearean Tragedy Elements of short story Blank verse, iambic pentameter Literary terms such as comedy, tragedy, comic relief, tragic hero, tragic flaw, antagonist, and catastrophe Literary devices, such as dramatic irony, flashback, foreshadowing, imagery, metaphor, paradox, setting, simile, and suspense. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Interpreting character actions, facial expressions, tone, and voice Identifying and analyzing dialogue, especially soliloquies and asides Identify, analyze, and evaluate where flashbacks begin and end in order to understand story Connecting themes from literature to modern life through research

<p>media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Language L.11-12.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p> <p>Language L.9-12.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-12 reading and content, choosing flexibly from a range of strategies.</p> <p>Language L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.</p> <p>Language L.9-12. 6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.></p>		
Quarter 2: Unit IV - Power and Ambition Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<p>1. News article should provide background information on the event, report the point of view, perspective, and beliefs held by different historians. Explain the similarities and</p>	<p>PERFORMANCE TASK(S):</p> <p>1. News Article. Select a topic from the time period and create your own interpretation based on research using primary and secondary source. As an Investigative Reporter, write a news article informing your town in the time period of the event.</p>	

<p>differences of their interpretation. In addition, as the investigative reporter, provide your own interpretation of the event based on the results of your research.</p> <p>2. Evaluation of script by rubric. </p>	<p>2. Stage Director. You and your group have been assigned to direct and modernize an act from <i>Macbeth</i>. Transform the scenes into dramatic contemporary acts as if the scenes were actually being performed on a stage. Each scene must include the key plot events and stage directions. In the script, include the dialog as well as visual information about stage scenery and characters' attire and appearance, location on the stage, anything that you imagine would be there to portray the scene. Choose three or more major characters from the play and cast real life actors, actresses, politicians, musicians, or sports figures to play each character. List the characters on a page or slide with the name and photo of the famous person. For each character/actor match, write 5 sentences about why they chose that role. A cover page or Playbill style must accompany the script: The word <i>Playbill</i> appears in the top box and an graphic along with the title and major characters of the work is provided in the lower box. Present the act to the class and hand in one Playbill script.</p> <p>3. Option to #2 above: Perform a wordless version of a key scene from <i>Macbeth</i>. </p>
<p>1. Research paper should be 3-5 pages, MLA format, contain an arguable thesis, and citations from primary and secondary sources.</p> <p>2. Symbolic analysis should use textual evidence to support student opinions.</p> <p>3. Ballad must contain six stanzas of four lines each, and rhyme scheme of the traditional ballads. </p>	<p>OTHER EVIDENCE:</p> <p>1. Research. Students connect the themes of the play by researching an example of an abuse or misuse of power and outline its impact on society, including its key people, conflicts, causes, effects, and public reactions through primary and secondary sources.</p> <p>2. Symbols. Write or prepare a Keynote presentation about one of the symbols in the play by listing each quote in which it appears and explaining how this symbol furthers the development of plot, character, and theme.</p> <p>3. Ballad. Write a ballad similar to those of the oral tradition of England and Scotland to celebrate the victory of Macduff over Macbeth and the crowning of Malcolm. Begin the ballad in the middle of the crisis with details and information from the play.</p> <p>4. Formative assessments in the form of quizzes, class participation, discussion, topic blogging, and/or journaling.</p> <p>5. Unit test including literature, literary devices, historical context, and vocabulary </p>

Quarter 2: Unit IV - Power and Ambition

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

1. Provide students with a list of vocabulary from the literature of the unit and pre-assess their understanding of the words in and out of context.
2. Pre-assess students on their knowledge of Shakespearean tragedy and elements of poetry, such as blank verse and iambic pentameter.
3. Create a vocabulary journal by listing and defining words of literary and dramatic performance.
4. Brainstorm characters from life and literature that exhibit ambition, such as characters from film and literature, sports figures, politicians, celebrities. Identify negative and positive aspects of these traits.
5. Introduce students to Shakespeare's language through quotations provided on slips of paper categorized by salutations and insults.
6. Before reading *Macbeth*, students are introduced to the Elizabethan concept of the hierarchical and strictly ordered universe or "Chain of Being" by "googling" images of the Chain of Being, such as http://www.christianciv.com/vt_diagrammed_images/Chain-of-being-multicolor.jpg.
7. After reading *Macbeth*, assign small groups to a character from the play and create character sketch based on personality traits, role.
8. Examine a map of Scotland and Ireland and identify the settings referred to in the play.
9. After reading *Macbeth*, Act I, begin a plot structure of the play and continue to fill in with events from the play applied to the plot elements.
10. During/after reading, group students into four categories: Blood, Night/Darkness, Clothing, and Animals. Students identify and record references to their assigned category in the play. Evaluate the use of certain images as motifs.
11. While reading, focus on details of the text through note taking, such as dialectical journals to explore annotation and denotation of text.
12. After reading *Macbeth*'s dagger soliloquy, students write stage directions line by line for the scene, supporting their decisions with key quotes from the text.
13. It is implied that Lady Macbeth took her own life. Write the suicide note that she left behind.
14. During/after reading students prepare a character development journal, noting traits, changes, interactions with other characters, themes of play, and character's use of language.
15. *Macbeth* was driven by superstition; students list personal superstitions and respond through a speech, short writing, or technology piece on how it helps or hinders their lives.
16. Stage the debate over who is more evil, *Macbeth* or Lady Macbeth? Provide specific examples from the play to defend your choice.
17. View a segment of the *Macbeth* stage presentation and discuss how the visual performance clarified your understanding of the scene. Discuss the manner in which the director chose to stage the scene: lighting, costumes, sound, setting, props, and acting.
18. Before reading *The Demon Lover*, discuss unexplained events with students. Journal descriptions of any events that you have read about, heard about, or experienced yourself. Discuss with the class.
19. After reading *The Demon Lover*, students extend the story by interpreting and providing a logical and creative 150-word ending to the story after Lorraine gets into the taxi. Additional visuals and sound effects may be provided through the use of multimedia.

Resources:

The Language of Literature: British Literature. Boston: McDougal Littell, 2000.

Chain of Being images http://www.christianciv.com/vt_diagrammed_images/Chain-of-being-multicolor.jpg

Outline of Aristotle's *Poetics* <http://www2.cnr.edu/home/bmcmanus/poetics.html>

Macbeth starring Jeremy Brett and Piper Laurie view performance <http://video.google.com/videoplay?docid=883718043846080512>

Quarter 3: Unit V – Romance

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>Reading Literature 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 band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Literature 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>Writing 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>Writing 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> <p>Speaking SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grades 9-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.)</p> <p>Speaking SL.11.12.2 Integrate multiple sources of information presented in diverse format and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Draw on images from the natural world to communicate world view • Emphasize the expression of individual thoughts and feelings • Recognize and connect personal experiences to literature 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Romantic authors rebelled against societal norms and conveyed more unrestrained beliefs on love, death, nature, and eternity. • Industrial age and other advancements limited human creativity by introducing automation and regiment. • Respect for nature and uniqueness of each individual is key to human spirit • Romantic authors believed in spontaneity of thought and action as an unalienable human right. • The common person could access literature written in the vernacular, more natural diction and form. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How and why does literature expose restrictive societal norms? • How do technological advancements restrict the free spirit of man? • Why did romantic authors seek a more natural, open poetic diction and form?
	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

<p>Speaking SL.9-12.5 Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence ant to add interest.</p> <p>Language L.11-12.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p> <p>Language L.9-12.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-12 reading and convent, choosing flexibly from a range of strategies.</p> <p>Language L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.</p> <p>Language L.9-12. 6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.></p>	<p>Background information on the period Biographical information about Romantic authors Key concepts of Romanticism Plot, setting, and characters of <i>Pride and Prejudice</i> Characteristics of the Byronic hero Elements of poetry, the lyric poem Literary devices, especially allusion, imagery, mood, paradox, tone, and symbolism Vocabulary from the poetry and novels</p>	<p>Analyzing historical context and setting's impact on literature Drawing conclusions from text about author's purpose and tone Making inferences between romantics' relationship with nature and modern attitudes</p>
<p>Quarter 3: Unit V – Romance Stage 2 - Evidence</p>		
<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>	
<p>1. Keynote slideshow – 10-15 slides scored on rubric. Title slide and works cited. Rubric Criteria:</p>	<p>PERFORMANCE TASK(S):</p> <ol style="list-style-type: none"> 1. Creative slideshow. Students create a Keynote slideshow or iMovie of 10-15 slides of poems and paired images, including an explanation of what each image and poem identifies 	

<p>Content, background, graphics, text, and grammar and usage Information is clear, colorful, logical, and richly detailed. Presentation rubric.</p> <p>2. Compare and contrast expository essay employs either block method or point by point method to fully compare and contrast features of film and book. Essay should have introduction and conclusion and be in MLA format.</p>	<p>in the romantic period. Background music from the period enhances slideshow. Presented to class.</p> <p>2. Compare/Contrast Essay: "Pride and Prejudice" (2005 film. 129 minutes. Keira Knightly) After reading the novel, view film and compare to Jane Austen's novel. Write a compare/contrast essay on three or four specific and distinct similarities and differences between movie and novel, evaluating the impact of each artistic decision. Students may focus on characters, symbols, missing scenes, etc.</p>
<p>1. Urn should be colorful, symbolic, and contain the beginning, middle, and end of a student created story, personal experience, moment in time, or aspect of culture.</p> <p>2. Teacher observation of class participation.</p>	<p>OTHER EVIDENCE:</p> <p>1. Symbolic Urn. In the same way that "Ode on a Grecian Urn" reflects the Grecian culture, students create a "visual story" on a graphic urn representing their culture. Students may wish to visually tell a story about an event or an aspect of modern life. Students design or select images, shapes, and borders to illustrate the symbols in the poem.</p> <p>2. Music video. Students view a 3-minute music video and identify in 60 seconds at least four of the most prominent images. In groups, students create a T chart to identify the symbolism provided by the visuals. Compare charts and discuss varied perspectives of visual images.</p> <p>3. Formative assessments in the form of quizzes, class participation, discussion, topic blogging, and/or journaling.</p> <p>4. Unit test including literature, literary devices, historical context, and vocabulary</p>
<p>Quarter 3: Unit V – Romance Stage 3 – Learning Plan</p>	
<p><i>Summary of Key Learning Events and Instruction</i></p> <p>1. Create a list of inventions during the late 18th to mid-19th century. Discuss the impact of these inventions on society. 2. Examine timeline and historical background in textbook "The Flowering of Romanticism (1798-1832) on pp. 698-705 and 707-708. Students jigsaw sections of the text and prepare a short, informal presentation of salient points to the class. 3. View Youtube documentaries: Romanticism and British Literature video (7 min) on Youtube: http://www.youtube.com/watch?v=oJnTTlgiVso and/or Romantic Power Point (4 min) http://www.youtube.com/watch?v=TL3H2tH3S5Q</p>	

4. Study the Byronic hero as an archetype and find examples in modern life of Byronic heroes.
5. Read poems by Romantic poets. Use details provided by the visual imagery to sketch a memorable scene depicted in the poem. Present.
6. After reading "The Lamb" and "The Tiger," identify the qualities of the lamb and the tiger and tell what you think each animal symbolizes.
7. Journal about the Romantic poets: Using examples from the poems, come to a conclusion about the author's views of life and attitudes toward love and beauty. Identify words and images that develop tone and mood.
8. Study the Byronic Hero and other characteristic tropes <http://tvtropes.org/pmwiki/pmwiki.php/Main/ByronicHero>
9. Create an organizational chart to compare and contrast several romantic poets' creative treatment (symbols and paradoxes) of the common man, life, death, love, nature, the importance of imagination, and the celebration of the individual.
10. Before reading *Pride and Prejudice*, as a class list four or five things that influence people when forming a first impression of a new acquaintance. Rank these items from most important to least important. Then discuss whether first impressions are usually reliable and why. Read to find out how first impressions shape the relationship of the two main characters, Elizabeth and Darcy.
11. During reading *Pride and Prejudice*, assign each group one of the following relationships to track throughout the novel, paying particular attention to the class issues that define the nature of the relationship and influence the way in which the relationship develops. Using post-it notes or flags, students should mark key passages that reflect the importance of class and how it plays out in the lives of the characters. Jane Bennet and Charles Bingley, Elizabeth Bennet and Fitzwilliam Darcy, Lydia Bennet and Lt. Wickham, Mr. Collins and Lady Catherine, Elizabeth Bennet and Lady Catherine.
12. Read background articles relating to the place of women in English society, such as is found at [Pemberley.com](http://www.pemberley.com)
13. During reading, students construct a chart to compare/contrast the attitudes of the female and male characters toward marriage. List names of characters, describe age, class, education, personality, values, etc., and describe their thoughts on marriage. What does the novel tell us about Austen's attitudes toward the English class system? What literary device does she use to convey her thinking on this subject?

Resources:

The Language of Literature: British Literature. Boston: McDougal Littell, 2000.

Grecian Urn lesson plan idea and urn PDF <http://www.dcsd.org/district.cfm?subpage=541347>

Jane Austen biographical information <http://www.pemberley.com/janeinfo/janeinfo.html>

Pride and Prejudice lesson plan idea <http://www.discoveryeducation.com/teachers/free-lesson-plans/pride-and-prejudice.cfm>

Glencoe *Pride and Prejudice* study guide and handouts <http://www.glencoe.com/sec/literature/litlibrary/prideprej.html>

Romantic poetry graphic organizers and lesson plan <http://www.readwritethink.org/classroom-resources/lesson-plans/exploration-romanticism-through-poetry-1142.html>

Introduce the Byronic hero with a video of modern Byronic heroes (5 min) <http://www.huffenglish.com/?tag=byronic-hero>

Romanticism and British Literature video (7 min) on Youtube: <http://www.youtube.com/watch?v=oJnTTlgjVso>

Romantic Power Point (4 min) <http://www.youtube.com/watch?v=TL3H2tH3S5Q>

Women in late 18th and early 19th century England [EDSITEment Student LaunchPad](#).

Quarter 3: Unit VI - Relationships

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>Reading Literature 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 band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Literature 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>Writing 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>Writing 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> <p>Speaking SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.)</p> <p>Speaking SL.11.12.2 Integrate multiple sources of information presented in diverse format and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Identify the impact of historical and literary context in literature. Interpret the hypocrisy of a society in which class distinction is based on wealth Uncover philosophical values existent in fiction Debate the benefits of social and technological advances in society 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> The Victorian period saw drastic changes in women's rights, social class structure, and urban lives. The social and political factors that affected life in Victorian England were economic growth brought on by industrialization, urbanization, and social change feminism, and colonization. The Victorians valued progress, economic prosperity, status in society, literacy, and the expansion of the British empire, and explored social and humanitarian themes. Due to industrialization, Victorian authors felt alienated, betrayed, and isolated themselves from the dark, ugliness of the human spirit. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What were the positive and negative effects of the rapid and unpredictable changes during the Victorian period? What social and political factors affected life in Victorian England? What did the Victorians value?

<p>discrepancies among the data.</p> <p>Speaking SL.9-12.5 Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence ant to add interest.</p> <p>Language L.11-12.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p> <p>Language L.9-12.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-12 reading and convent, choosing flexibly from a range of strategies.</p> <p>Language L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.</p> <p>Language L.9-12. 6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.></p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Vocabulary for reading <i>Jane Eyre</i> • Literary terms, particularly, allusion, foil, foreshadowing, local color, metaphor, 3rd person omniscient narration, personification, point of view, and theme. • Features of the Gothic and melodramatic genres • Elements of short story 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identifying mood and tone from the settings of literature • Discriminating between the Romantic and Victorian literature • Making inferences about character actions and motivation based on dialog and inflection.
<p>Quarter 3: Unit VI - Relationships Stage 2 - Evidence</p>		
<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>	
<p>1. Class participation.</p>	<p>PERFORMANCE TASK(S):</p> <p>1. Philosophical Chairs after reading “A Warning Against Passion”</p>	

<p>2. Current events article should contain highlighting, underlining, notes, and defined words. Paragraph should be free from grammatical errors and clearly make the connection between the current events piece and one of the works of literature in the unit.</p> <p>3. Victorian art (1830-1900). Decorative art piece must be accompanied by the source, and include its title, year of production, artist. 250-word paragraph should contain at least three literary elements (colors=setting, facial expressions=characterization Victorian attitudes and emotions).</p>	<p>Question 1: Should a woman be rational, level-headed, and cool during courtship and marriage? Is the rule different for a man?</p> <p>Question 2: Would Bronte approve of modern romances, such as Bella and Edward's in <i>Twilight</i> or from some other modern film or well-known relationship.</p> <p>Question 3: Do you think Bronte's advice has relevance today?</p> <p>2. Current events. After reading "A Cup of Tea," students use Safari or newspaper to locate a news article that either proves or disproves that class consciousness exists today. Students annotate and present the 5 W's of the article. Annotated article should be accompanied by a 1-2 paragraph explanation of how the article directly connects to the class distinctions during the Victorian period.</p> <p>3. Art connection. Students use Safari to browse the Internet for examples of Victorian paintings, sculpture, and decorative art. Students download the graphic into Pages and write a short essay that connects the elements of Victorian art to Victorian literature. Link: http://www.victorianweb.org/painting/paintingov.html</p>
<p>1. Open ended paragraph matches Mansfield's writing style, 3rd person limited point of view, and Philip's manner of speech. Ending should logically complete the story.</p> <p>2. Invitation should reflect the motif and design of the Victorian period: Adhere to the formality of language and format of an authentic invitation. Invitation should also have period appropriate designs, borders, and graphics.</p> <p>3. Essay should contain introduction, thesis, body paragraphs, and conclusion, and use examples from the novel to support opinions. 6 paragraphs/MLA format.</p>	<p>OTHER EVIDENCE:</p> <p>1. Concluding paragraph. After reading "A Cup of Tea," write a concluding paragraph in which Philip answers Rosemary's final question. Students match Mansfield's writing style, 3rd person limited point of view, and Philip's manner of speech.</p> <p>2. Artistic Invitation and Collaboration. Using Pages or Keynote, design a Victorian invitation that Rosemary might send, including a description of Miss Smith and the evening's entertainment. Email it to the class.</p> <p>3. Expository Essay. Choice of topics: Feminism and the role of women, love, romanticism in <i>Jane Eyre</i>, <i>Jane Eyre</i> as a Gothic novel, Rochester as Byronic hero, and the role of religion. Outside sources optional.</p> <p>4. Formative assessments in the form of quizzes, class participation, and journaling.</p>

Quarter 3: Unit VI - Relationships

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

1. Preassess students with “A Victorian Vocabulary Challenge.” Complete the Victorian fill-in-the-blank sentences at <http://www.visualthesaurus.com/cm/lessons/a-victorian-vocabulary-challenge/>
2. Using the FlashCard+ app on the iPad, which links to Quizlet, students download vocabulary for reading *Jane Eyre* and study in pairs.
3. Philosophies and values of the Victorians available at http://teachers.ewrsd.k12.nj.us/savedoff/humanities_9/victorian/characteristics_of_victorian_era.htm
4. Before reading *Jane Eyre*, complete an exercise on inflection. Hand students a card with statements:
 - Today is the day.
 - I have Mr. Smith for English class.
 - John was a friend on whom I could depend.
 - Has the mail arrived yet?
 - Did you hear that?Students freewrite a backstory to the question (real or imagined) of why they are making the assigned statement. Students present statement with appropriate inflection. Classmates use speaker’s inflection to infer the backstory.
5. Before reading *Jane Eyre*, read “A Warning Against Passion.” Students freewrite their impression of a love poem. After reading, revisit this freewrite.
6. Before reading *Jane Eyre*, students complete online interactive activity covering women’s rights in Victorian England: http://www.bbc.co.uk/history/trail/victorian_britain/women_home/act_womens_rights_entry.shtml
7. While reading of *Jane Eyre*, track Jane’s belief in premonitions, dreams, and intangible sympathetic connections between kin.
8. During/after reading *Jane Eyre*, assign students to track themes, such as relationships, poverty, cruelty, forgiveness, endurance, and education. What do these themes reveal about English society? Students present quotations/refer to specific scenes that exemplify theme.
9. In groups, locate how setting features, like weather, fire, and light/dark imagery, are used. For example, light as a symbol for hope and eternal life and dark as representative of sorrow and upheaval.
10. Imagine you are Jane: Write a letter to Helen Burns about lessons learned during your experience living in Gateshead, Lowood, Thornfield, or River’s Family, Moor house/Marsh End, and/or her reunion/marriage with Rochester.
11. After reading “A Cup of Tea,” students in groups plot the sequence of events: Exposition, rising action, climax, and falling action.

Resources:

The Language of Literature: British Literature. Boston: McDougal Littell, 2000.

Nonfiction readings about Victorian life: BBC British History

Trail http://www.bbc.co.uk/history/trail/victorian_britain/women_out/urban_life_01.shtml

Visual Thesaurus for vocabulary work: <http://www.visualthesaurus.com/cm/lessons/a-victorian-vocabulary-challenge/>

New York Times lesson pre-activity for *Jane Eyre*: “It’s all in the Delivery” and accompanying article “Haunted by that Troublemaker in the Attic” <http://learning.blogs.nytimes.com/2007/04/27/its-all-in-the-delivery/>

Victorian invitation and Christmas card ideas <http://www.zazzle.com/victorian+invitations>

Quarter 4: Unit VII – Conflict/Change

Stage 1 Desired Results

ESTABLISHED GOALS	Transfer	
Reading Literature 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 band proficiently, with scaffolding as needed at the high end of the range.	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • Compare the various ways that people react to and predict conflict and change. • Identify social, political, and familial forces that may produce conflict and change. • Analyze character traits and their impact on managing life's images. 	
	Meaning	
Reading Literature 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. Writing 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. Writing 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.	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> • Transforming or converting to new forms, especially if sudden or drastic, may produce opposition and stress for everyone involved. • Conflict may influence a person to make hasty decisions and/or take more aggressive, physical action. • Tolerance and empathy are two strategies that people can use to manage conflict and change. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • How does conflict influence a person's decisions and actions? • How does a person's point of view affect how they deal with conflict or change? • What problem-solving strategies can people use to manage conflict and change?
	Acquisition	
Speaking SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.) Speaking SL.11.12.2 Integrate multiple sources of information presented in diverse format and media (e.g. visually, quantitatively, orally) in	<i>Students will know...</i> <ul style="list-style-type: none"> • The difference between and features of external and internal conflict. • Terms of conflict and change, such as causal chain or domino effect, acceptance, bias, prejudice, relevance, metamorphosis. • Vocabulary for The Metamorphosis and the short stories. • Cause and effect essay structures. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • Connecting the reasons things happen and the consequences they may have. • Using cause and effect transitions. • Sharpen their reasoning and practice considering others' opinions and conflicts.

<p>order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Speaking SL.9-12.5 Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence ant to add interest.</p> <p>Language L.11-12.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p> <p>Language L.9-12.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-12 reading and convent, choosing flexibly from a range of strategies.</p> <p>Language L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.</p> <p>Language L.9-12. 6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.> </p>		
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Quarter 4: Unit VII – Conflict/Change

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p>1. Essay should be 3 paragraphs and use the cause and effect structure. MLA and works cited required. </p>	<p>PERFORMANCE TASK(S):</p> <p>1. Cause and effect essay. Students choose their own controversial topic, global issue, real life experience, or political, environmental or social problem. Students identify 1-2 causes of the issue and explain 1-2 effects. Use 1-2 outside sources to support student opinions on the issue. Use as a post-assessment to unit. </p>
<p>1. Career, problem, and solution are presented to the class using a short 3-minute oral presentation. If time, presentation may be expanded into a multimedia presentation.</p> <p>2. Journals should be written in standard English; and in 2-paragraphs. </p>	<p>OTHER EVIDENCE:</p> <p>1. Career Research/Problem Solving. Put students into the roles of accountant, lawyer, judge, doctor, scientist, stockbroker, teacher, reporter, writer, artist, historian, or housewife. Students predict and identify a real-world problem that would accompany these adult occupations. Develop or investigate a solution that addresses the concept, problem, or issue that they are likely to encounter in life beyond the classroom. Option to provide students with scenarios and they develop a solution.</p> <p>2. Line game. Divide the area into two equal sides. Place tape down the center. Ask questions and students step away from the line: Internal Conflict: “You pressed the snooze button on your alarm clock this morning twice? Three times or more?” External Conflict: “You have been judged because of your ethnicity or religion.” “You have ever been suspended from school.” Both: “You have done something you knew was wrong just to impress your friends.” “You know someone who has been either physically mentally or emotionally abused.” “You or someone you know has a learning disability.” “You have an adult you can trust.” Express feelings elicited by the activity in a journal prompt. How did you feel standing on the line? Were you ever the only person on the line? What did you learn about yourself from participating in this activity? What did you learn about others?</p> <p>3. Formative assessments in the form of quizzes, class participation, discussion, topic blogging, and/or journaling.</p> <p>4. Unit test including literature, literary devices, historical context, and vocabulary</p> <p> </p>

Quarter 4: Unit VII – Conflict/Change

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

1. Journal: Write about a time that you experienced a run-in with a parent, teacher, or a friend. What caused the problem? Who do you blame for the problem? Do you feel differently about it in retrospect? After student have had time to reflect in journals, discuss these situations. Use as a pre-assessment for understanding cause and effect.
2. Introduce the essential questions of the unit and apply to student journal life experiences as a pre-assessment of the big idea.
3. During/after reading each work in the unit, students identify and evaluate a conflict in the work and design a question for it. Each student on a team writes the problem and question on a flashcard. In groups, the author of each problem identifies the literary conflict and asks their question. The group discusses these conflicts. Each student develops a self-reflection in the form of a one-paragraph cause and effect response on their specific conflict and question.
4. Complete graphic organizer “Circles of my Multicultural Self.” Students identify four roles they play in society and examine by sharing stories the pride and shame experienced in these groups. http://www.edchange.org/multicultural/activities/circlesofself_handout.html
5. Before reading *The Metamorphosis*, preview vocabulary for the novel. Students may define and create original context sentences. Teacher may add nouns and settings from the novel and have students create a short prediction about how they think the words are going to be used by generating a short story.
6. After reading *The Metamorphosis*, students prepare a 3 or 6-part storyboard cartoon strip in which they describe waking up in the morning as another being. Each caption should be accompanied by an explanation of what is going on in the box.
7. Four corners. State a situation or dilemma from one of the literary works in the unit. Ask students to go to one of four corners in the room marked Strongly Agree, Agree, Strongly Disagree, or Disagree. There, students exchange their opinions or reasoning, and summarize their reasoning for presentation to the other three corners.
8. Independent reading option: *Angela’s Ashes* by Frank McCourt. Assign students novel to read outside of class with dialectical journals due the last class of each week.

Resources:

The Language of Literature: British Literature. Boston: McDougal Littell, 2000.

“The Dual Being” <http://intyoga.online.fr/dualb.htm>

Circles of my MultiCultural Self <http://www.edchange.org/multicultural/activities/circlesofself.html>

and http://www.edchange.org/multicultural/activities/circlesofself_handout.html

Cause and effect essay structures and

ideas http://owl.english.purdue.edu/engagement/index.php?category_id=2&sub_category_id=2&article_id=55 http://www.custom-essays.org/essay_types/Cause_and_Effect_Essay.html

Optional vocabulary enrichment sources, such as Sadlier Oxford Vocabulary Workshop Level F or SAT Word Power

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Quarter 4: Unit VIII – Ritual

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>Reading Literature 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 band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Literature 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>Writing 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>Writing 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> <p>Speaking SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grades 9-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.)</p> <p>Speaking SL.11.12.2 Integrate multiple sources of information presented in diverse format and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Speaking SL.9-12.5 Make strategic use of digital</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Connect experiences of their own lives with the ritual and tradition found in literature. • Realize that meaning and purpose found in storytelling can transfer to real life opportunities. • See that the end result of any problem is correctable if the consequences are considered upfront 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Human beings may not be able to avoid their fate, but they can use reason and logic to predict and control outcomes. • There are some rituals that are self-imposed and others that are externally embraced from superstition or tradition. • Personal legacies impact future generations. • Knowledge of the root cause is obtained through systematic, deductive reasoning and provides the framework for an effective investigation. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What is the purpose of a community’s rituals and traditions? • What do rituals tell us about the human condition? • What can personal legacies offer the world?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Origins and elements of Greek drama: catharsis, three unities, etc. • Stage conventions of Greek theater • Literary terms, such as apostrophe, characterization, climax, dialogue, dramatic irony, irony, metaphor, motif, setting, 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Utilizing comprehension strategies such as predicting, connecting, summarizing, and main ideas. • Investigating and solving problems using deductive reasoning and the scientific method.

<p>media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence ant to add interest.</p> <p>Language L.11-12.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p> <p>Language L.9-12.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-12 reading and convent, choosing flexibly from a range of strategies.</p> <p>Language L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.</p> <p>Language L.9-12. 6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.></p>	<p>symbol, theme, tone, and tragic flaw.</p> <ul style="list-style-type: none"> • Background of Sherlock Holmes stories • Deductive reasoning and the scientific method 	
Quarter 4: Unit VIII – Ritual Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<p>1. Post Assessment Performance Task: Essay 3-4 paragraph Reflective and Descriptive Essay. Suggested outline:</p>	<p>PERFORMANCE TASK(S):</p> <p>1. Pre-assessment of Performance Task Essay: Before reading <i>Oedipus Rex</i>, fold a blank piece of paper in thirds, then hold it in half. Ask students to sit quietly and reflect on your life from birth to age 10. Focus on 2-3 memorable events. Choose the best event from birth to age 10, and draw a</p>	

<p>Introduction: Describe the specific event and what I want people to remember about me. Body paragraphs: What part of the event best shows that? Why is this legacy important to me? Conclusion: What can my legacy give the world? </p>	<p>symbol that represents that event. Move forward in time and reflect on 10 to present. Focus on 2-3 memorable events. Choose the best event from 10 to present and draw a symbol that represents that event. Answer this hypothetical question on the back: If you had only one year to live and were guaranteed success in whatever you chose to do, what would you attempt to do. Draw something to symbolize that one-year event.</p> <p>Post-assessment: Reflective Essay. Answer the questions: What exactly do I want people to remember about me? What part of the event best shows that? Why is this legacy important to me and what can my legacy give the world. </p>
<ol style="list-style-type: none"> 1. Teacher scores skit on a rubric. 2. Essay is in MLA format and includes citations from the play. 	<p>OTHER EVIDENCE:</p> <ol style="list-style-type: none"> 1. Lights, Camera, Action! Assign groups to develop and plan a scene or one segment of the play. Students may rewrite, reinterpret, and reenact scenes for new settings while keeping Sophocles's objectives and tone intact. Arrange for classmates to act out the roles. Choose appropriate set, lighting, and camera angles. 2. Literary Analysis Essay. Identify 2-3 instances of the theme that fate is more important than free will, give examples of its occurrence in the text, and explain why it is central to play. 3. Formative assessments in the form of quizzes, class participation, discussion, topic blogging, and/or journaling. 4. Unit test including literature, literary devices, historical context, and vocabulary
<p>Quarter 4: Unit VIII – Ritual Stage 3 – Learning Plan</p>	
<p><i>Summary of Key Learning Events and Instruction</i></p> <ol style="list-style-type: none"> 1. To introduce the topic of ritual, journal to this prompt, What is the happiest thought or activity of your average day? Do you get to do this every day? From where has this tradition come? What feelings does this daily thought or activity evoke? What would happen if you didn't do it? 2. Pre-assess students on knowledge of Greek drama and theater. 3. Before reading <i>Oedipus Rex</i>, have students in pairs discuss their own experiences with literature or film whose plots revolve around good intentions leading to catastrophe or actions resulting in an unexpected or undesirable outcome. Create a list on the board and discuss as a 	

class.

4. During reading, assign character roles to students on an alternating basis. Score on public speaking rubric to assess vocal clarity, volume, rate/pace, and expression.
5. Chart the author's use of motifs in the play *Oedipus Rex*.
6. Use the Internet to locate a map of Ancient Greece and annotate the settings and locations of Oedipus Trilogy. Students may wish to download it into GoodReader or use a hard copy.
7. Write a character sketch as either a shared or individual writing product. Students or groups identify a character's actions, beliefs, convictions, motivations, habits, and salient personality features: Oedipus, Tiresias, Jocasta, or Creon.
8. Define the term catharsis, and explain how the Greek audience would achieve catharsis by observing this play. What moral theme was this play intended to teach the ancient Greeks? How is this theme still relevant today?
9. Before/during/after reading "The Myth of Sisyphus" by Albert Camus, utilize <http://www.angelfire.com/linux/kg4syv/ata.html> for author biography, understanding of existentialism, pre and post reading questions and activities, and rubric. Example, Why is Camus' assertion that Sisyphus is indeed content with his existence not an absurd one?
10. Before or during reading a Sherlock Holmes story, such as "The Adventures of the Speckled Band," students in groups complete Webquest "Unsolved Mysteries." Teams choose one unsolved mystery (Bigfoot, Bermuda Triangle). 1) Explain the facts, 2) Which theory has the most support, and 3) what aspect of the mystery remains unexplained. Give students time in class to work on project.
11. Study "Sherlock Holmes's Top 10 Lessons for Problem Solving." Apply 5 of the 10 rituals for problem solving to one of Doyle's mysteries, such as "The Adventures of the Speckled Band." As an option, ask students to use deductive reasoning to solve another conflict from a former work read during the year or in their own lives.

Resources:

Literature: World Masterpieces. Englewood Cliffs: Prentice Hall, 1991. Print.

iMovie Rubric <http://www.schrockguide.net/assessment-and-rubrics.html>

Map of Ancient Greece <http://plato-dialogues.org/tools/greece.htm>

Myth of Sisyphus flip-book (1 min) on Youtube <http://www.youtube.com/watch?v=CivDfBifsCY>

Myth of Sisyphus teaching project <http://www.angelfire.com/linux/kg4syv/ata.html>

Sherlock Web quest <http://www.webenglishteacher.com/msb/mysteries/index.html>

Sherlock Holmes's Top 10 Lessons for Problem Solvers <http://www.youngassocinc.com/problemswesolve.html>

Sherlock Holmes and Watson link <http://www.sherlockian.net/world/index.html>

Benchmark Assessment Quarter 1

1. Students will demonstrate ability to design a career proposal for a commercial task or personal service
2. Students will be able to identify, compare, and evaluate the cultural ideals, values, and beliefs in ancient and modern societies.
3. Students will be able to write a creative narrative discussing how setting played a pivotal role in Anglo Saxon society
4. Students will successfully summarize and rewrite a poem as a letter to a loved one who has been left behind
5. Students will be able to use vocabulary in new context areas and produce voice through use of alliteration, personification, and imagery; to use technology, including the Internet to present their work

Benchmark Assessment Quarter 2

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| 1. | Students will demonstrate how ambition, risk taking, and success are highly valued in certain societies |
| 2. | Students will be able to interpret clues to an ancient civilization and the ways in which it reflects timeless concerns such as salvation and spiritual renewal |
| 3. | Students will be able to understand the difference eastern conception of the soul and the distinction between the material world and reality |
| 4. | Students will successfully gain practical ideas for a more mindful examined approach to life |
| 5. | Students will be able to use insight into human ambition and dominant character traits |

Benchmark Assessment Quarter 3

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| 1. | Students will demonstrate technological competence by employing multimedia products to present their work |
| 2. | Students will be able to draw on images from the natural world to communicate personal and world views |
| 3. | Students will be able to emphasize the expression of individual thoughts and feelings |
| 4. | Students will successfully recognize and connect personal experience to literature |
| 5. | Students will be able to compare and contrast a 19 th century literary work with its 21 st century interpretation |
| 6. | Students will be able to analyze historical context and settings' impact by drawing conclusions from text about author's purpose and tone. |

Benchmark Assessment Quarter 4

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| 1. | Students will demonstrate that the end result of any problem is correctible if the consequences are considered upfront |
| 2. | Students will be able to compare the various ways that people react to and predict conflict and change. |
| 3. | Students will be able to identify social, political, and familial forces that produce conflict and change |
| 4. | Students will successfully connect experiences of their own lives with the ritual and tradition found in literature |
| 5. | Students will be able to use cause and effect essay structures to convey the features of external and internal conflict. |