



ELMWOOD PARK PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

ENGLISH LANGUAGE ARTS (ELA) III

Grade 11

Prerequisite: ELA II

5 credits

This course has been created to prepare students in becoming college and career ready through the study of British literature. Using the New Jersey Student Learning Standards to drive instruction, students will study various works from multiple literary time periods including Anglo-Saxon, Middle Ages, Renaissance, Romantic, Victorian, and Modern. A cumulative review of reading, writing, speaking, viewing, and listening skills is stressed throughout the course. Working independently and in groups, students will read and analyze a challenging arrangement of short stories, excerpts, essays, articles, novels, plays, and poetry that relate to the theme of good vs. evil. Students will recognize the importance of understanding the structure of language and apply this comprehension to written and verbal expression. Reinforcement in the basics of grammar, usage, sentence structure, and mechanics is included. Writing in this course provides a cumulative review of narrative, informative, and argumentative styles as well as a review of the rules for editing and revising. A research paper is required as part of this course. In learning the skills necessary to produce the paper, students will further develop their skills in organization, proper research methods, and the utilization of technological resources available to them. Various technological applications are incorporated as a means of enhancing 21st century skills as students strive to become engaged and empathetic members of a global society.

Pacing Guide for ELA III***

UNIT*	WEEKS	Reading Units	Writing Units**	Standards (NJSLS)
Unit 1: <i>Good vs. Evil: Epic Heroes and Villainous Monsters</i>	3-4 Weeks	● The Anglo-Saxon Period ~449-1066 ○ Focus: “Good vs. Evil” Theme ○ Oral Traditions ○ Archetypes- Epic Hero/Epic Journey ● Comparative fiction and/or nonfiction selections with similar themes Core Text: <i>Beowulf</i>	● Informative/Explanatory Assessment on Summer Reading ● Informative/Explanatory Assessment on <i>Beowulf</i> and/or other selected text(s)	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10 W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CT.3 9.4.12.GCA.1
Unit 2: <i>The Art of Storytelling/Man’s Inherent Nature</i>	3-4 Weeks	● Medieval Period ~1066-1485 ○ Focus: Frame Story ○ Arthurian Legends ○ Ballads ● Comparative fiction and/or nonfiction selections with similar themes	● Choice Assessment on <i>The Canterbury Tales</i> and/or other selected text(s)	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10 W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6

		Core Texts: <i>The Canterbury Tales</i> ; <i>Le Morte D'Arthur</i>		Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1
	Benchmark #1	Reading Literature	Informative/Explanatory Assessment	English Language Arts RL.11-12.1-11-12.10 W.11-12.2 W.11-12.4-11-12.10 L.11-12.1-11-12.6
Unit 3: <i>Abuse and Misuse of Power/Role of Guilt/Tragedy</i>	10 Weeks	● English Renaissance Period ~1485-1660 ○ Focus: Shakespearean Tragedy ○ Poetry- Parody Poems, Sonnets ● Comparative fiction and/or nonfiction selections with similar themes Core Text: <i>Macbeth</i>	● Argumentative Assessment on <i>Macbeth</i> and/or other selected texts	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10 W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2

				8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.1.12.CFR.5 9.1.12.CFR.6 9.4.12.DC.1 9.4.12.DC.2
	Benchmark #2	Reading Informational Texts	Argumentative Assessment	English Language Arts RL.11-12.1-11-12.10 W.11-12.1 W.11-12.4-11-12.10 L.11-12.1-11-12.6
Unit 4: <i>Nature and the Human Condition</i>	5-6 Weeks	● Romanticism and Victorian Period ~1798-1901 ○ Focus: Beauty; Paradox and Progress ○ Poetry- Literary Devices ● Comparative fiction and/or nonfiction selections with similar themes Core Text: Various poems and short stories	● PARCC Prep (Literary, Argumentative, and Narrative Tasks) ● Poetry Analysis Practice	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10 W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1

				Career Readiness, Life Literacies, and Key Skills 9.1.12.FP.4 9.1.12.FP.5 9.1.12.CFR.5 9.4.12.GCA.1
	Benchmark #3	Reading Literature/Informational Texts	Narrative Assessment	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10 W.11-12.3-11-12.10 L.11-12.1-11-12.6
Unit 5: <i>Dystopian Society/The Dangers of Totalitarianism</i>	6-7 Weeks	Modern and Postmodern Period ~1900-Present - Focus: Dystopian Literature - Comparative fiction and/or nonfiction selections with similar themes Core Text: <i>Brave New World</i>; <i>Animal Farm</i> (R)	Choice Assessment on <i>Brave New World</i> and/or other selected text(s)	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10 W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.1.12.FP.4 9.1.12.FP.5 9.1.12.CFR.5 9.4.12.GCA.1

Unit 6: <i>Research Paper</i>	6-8 Weeks	Independent Research Paper	Argumentative Assessment (Research Paper)	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10 W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.1.12.FP.4 9.1.12.FP.5 9.1.12.CFR.5 9.4.12.GCA.1

*Units are interchangeable based on resource availability so long as required materials and skills are taught before Benchmark Assessments. Research Paper timeframe is interchangeable based on Media Center availability (booking of space should be coordinated ahead of time with Media Center Specialist and colleagues).

**A variety of essays and skill checkpoints are completed throughout the year in addition to the assessments listed.

***Junior students read four independent reading novels. Some are selected for students and others are student choice. All require a project, writing, and/or oral assessment.

Supplemental/Book Report Choices:

Jane Eyre (1847) by Charlotte Brontë

And then there Were None (1939) by Agatha Christie

Lord of the Flies (1954) by William Golding
Animal Farm (1954) by George Orwell
Grendel (1971) by John Gardner

Unit #: Unit Title	Unit 1: <i>Good vs. Evil: Epic Heroes and Villainous Monsters</i> Anglo-Saxon Period ~449-1066	Unit 2: <i>The Art of Storytelling & Man's Inherent Nature</i> Medieval Period ~1066-1485	Unit 3: <i>Abuse and Misuse of Power/ Role of Guilt</i> English Renaissance ~1485-1660
Number of Days/Weeks	15 Days	20 Days	50 Days
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>			
ESTABLISHED GOALS: <i>(NJSLS)</i>	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10 W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CT.3 9.4.12.GCA.1	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10 W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10 W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.1.12.CFR.5 9.1.12.CFR.6 9.4.12.DC.1 9.4.12.DC.2

ENDURING UNDERSTANDINGS: (Students will understand that . . .)	● emergence of the English language and the development of the literary forms throughout literature. ● the hero's journey in Anglo Saxon literature is an archetype for future epics. ● literature helps us define the tension between the needs of the individual and the greater good of society. ● time period, religion, culture, and literature can be used to identify and define a society through decades and even centuries. ● writing is a craft that can meet the intellectual, creative, and analytical needs of writers and readers. ● different genres have different structures and conventions. Authors choose a particular genre for a specific purpose.	● Anglo-Saxon England was permanently changed by the Norman invasion. ● feudalism changed the social structure of Anglo-Saxon England. ● Chaucer uses the framing device as a structure for his tales. ● there are similarities and differences between medieval and modern ideas. ● time period, religion, culture, and literature can be used to identify and define a society through decades and even centuries. ● writing is a craft that can meet the intellectual, creative, and analytical needs of writers and readers. ● different genres have different structures and conventions. Authors choose a particular genre for a specific purpose.	● during the Renaissance, focus went from religion and the afterlife to a more modern view, stressing human life on Earth. ● a "Renaissance man" was a multi-faceted person who cultivated his innate talents to the fullest. ● there are differences between comedy and tragedy. ● there are distinct qualities that often describe tragic heroes. ● the greatest wrong one person can do to another is to betray trust or love freely given. ● noble goals may lead to bad ends and any end gotten through bad means will be corrupted. ● fear and the desire for safety can drive people to extreme measures. ● time period, religion, culture, and literature can be used to identify and define a society through decades and even centuries. ● writing is a craft that can meet the intellectual, creative, and analytical needs of writers and readers.
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			different genres have different structures and conventions. Authors choose a particular genre for a specific purpose.
ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	Reading: - How are living entities affected by their history, and how do they change over time? - How do the heroes of literature reflect the values of the time? - What are the poetic devices used by the author, and how are they used? - What are major epic characteristics and how are they applied by the author? - What specific character traits distinguish an epic hero from other hero types? - How is oral tradition utilized by the author to convey the cultural values of the Anglo-Saxon people? - How does the central conflict in the epic relate to the traits of an Anglo-Saxon hero? - What specific evidence of Anglo-Saxon hero characteristics can be found in the poem?	Reading: - How was the Medieval Society flawed? - What is the hierarchy of modern society? - What values are revealed about Medieval Society in literature? - What role did the Catholic Church play in Medieval Society? - In what ways are values and social structures revealed in societies? - How do values affect the journeys people take? - How do we tell the tales of our journeys? - How do authors and artists reveal their attitudes toward their subject matter? - What are the social structures and values of our society today? Writing (Informative/Explanatory Essay): - How does one write informative/explanatory texts effectively?	Reading: - What is the Renaissance? - What is tragedy? - Why do tragic heroes exist in literature? - What are the elements of a tragedy and comedy? - Why do human bonds bring both pleasure and pain? - How do authors portray the complex nature of relationships? - Are men and women today subject to stringent gender roles, and to what consequence? - To what extent are humans ruled by emotion rather than reason? With what results? - What is the archetypal progression from a hero to a tragic figure in Shakespeare's Macbeth? - How does irony contribute to meaning? - What is a sonnet? - What is the correct way to integrate quotes? - How do I incorporate themes into interpretation?

	Writing (Informative/Explanatory Essay): • How does one write informative/explanatory texts effectively? • How does a writer introduce a topic? • How does a writer organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole? • Why would a writer include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful? • How does a writer develop a topic thoroughly? • Why are appropriate and varied transitions and syntax necessary? • Why is appropriate and precise language crucial in a written piece? • Why is it important to establish and maintain a style and tone appropriate to the audience and purpose? • How does one provide an effective concluding paragraph or section that supports the argument presented?	• How does a writer introduce a topic? • How does a writer organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole? • Why would a writer include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful? • How does a writer develop a topic thoroughly? • Why are appropriate and varied transitions and syntax necessary? • Why is appropriate and precise language crucial in a written piece? • Why is it important to establish and maintain a style and tone appropriate to the audience and purpose? • How does one provide an effective concluding paragraph or section that supports the argument presented?	• How do I incorporate rhetorical risks and elevated vocabulary into an essay? • How do the elements of a sonnet, lyric poem, pastoral poem, metaphysical poem contribute to the meaning of the poem? • How do simile and metaphor contribute to the meaning of the literary work? Writing (Argumentative Essay): • How does a writer effectively provide specific details from the text to support claims? • How does a writer introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence? • How does a writer develop claim(s) and counterclaims? • How does a writer use transitions effectively? • How does a writer establish and maintain a style and tone appropriate to the audience and purpose in which they are writing?
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			• How does a writer provide a concluding paragraph or section that supports the argument presented? • How can literary theory and research be used to make a sound argument? • Why is it important to write and rewrite formal, extended analyses and timed, in-class responses? • Why is it important to demonstrate an effective use of rhetoric?
STAGE 2: ASSESSMENT EVIDENCE <i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i>			
PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i> <i>(By what criteria will performances of understanding be judged?)</i>	• Socratic Seminars • Critical and Analytical Discussions • Debates • Timed and Take Home Essays • Literature Circles • Fish Bowls • Oral Presentations • Entrance and Exit Slips • Peer Editing and Revisions • Self Reflection and Evaluation • Rubrics	• Socratic Seminars • Critical and Analytical Discussions • Debates • Timed and Take Home Essays • Literature Circles • Fish Bowls • Oral Presentations • Entrance and Exit Slips • Peer Editing and Revisions • Self Reflection and Evaluation • Rubrics	• Socratic Seminars • Critical and Analytical Discussions • Debates • Timed and Take Home Essays • Literature Circles • Fish Bowls • Oral Presentations • Entrance and Exit Slips • Peer Editing and Revisions • Self Reflection and Evaluation • Rubrics • Students consistently act in ways that align personal and community-held ideals and

			principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?) (How will students self-assess their learning?)</i>	• Benchmark Assessments • Homework • Tests/quizzes • Essays/Compositions • Reports • Journal Entries • Discussions • Notebook Assignments • Peer Evaluations • Bulletin Board of Exemplars • Daily Oral Language	• Benchmark Assessments • Homework • Tests/quizzes • Essays/Compositions • Reports • Journal Entries • Discussions • Notebook Assignments • Peer Evaluations • Bulletin Board of Exemplars • Daily Oral Language	• Benchmark Assessments • Homework • Tests/quizzes • Essays/Compositions • Reports • Journal Entries • Discussions • Notebook Assignments • Peer Evaluations • Bulletin Board of Exemplars • Daily Oral Language
RESOURCES:	<u>Recommended Literary Texts:</u>	<u>Recommended Literary Texts:</u>	<u>Recommended Literary Texts:</u>

	• <i>Beowulf</i> by Unknown • <i>The Language of Literature</i> (British Literature) - McDougal Littell <u>Supplemental Text:</u> • <i>Grendel</i> by John Gardner <u>Suggested Informational Texts:</u> • History/Culture of the Anglo-Saxon Period • “Life in 999: A Grim Struggle” by Howard G. Chua-Eoan <u>Supplemental Online Resources:</u> Shmoop: • http://www.shmoop.com/ LitCharts: • http://www.litcharts.com/ Purdue Owl (MLA): • https://owl.english.purdue.edu/owl/resource/747/01/ Literary Terms • http://www.tnellen.com/cybereng/lit_terms/terms/Read.Me.html Important Dates in Lit History • https://www.enotes.com/lit-fact-calendar Free Audio Tapes • http://www.learnoutloud.com/Free-Audio-Video/Literature	• Ballads (e.g., “Lord Randall” and “Get up and Bar the Door”) • <i>The Canterbury Tales</i> by Geoffrey Chaucer ◦ The Prologue ◦ “The Wife of Bath’s Tale” ◦ “The Pardoner’s Tale” ◦ Additional Tales • <i>Le Morte d’Arthur</i> by Sir Thomas Malory • <i>The Language of Literature</i> (British Literature) - McDougal Littell <u>Supplemental Text:</u> • <i>Sir Gawain and the Green Knight</i> <u>Suggested Informational Texts:</u> • History/Culture of the Medieval Age <u>Supplemental Online Resources:</u> Shmoop: • http://www.shmoop.com/ LitCharts: • http://www.litcharts.com/ Purdue Owl (MLA): • https://owl.english.purdue.edu/owl/resource/747/01/ Literary Terms	• <i>Macbeth</i> by William Shakespeare • Sonnets (e.g., “Sonnet 18” and “Sonnet 130” by William Shakespeare) • Pastoral Poetry (e.g., “The Passionate Shepherd to His Love” by Christopher Marlowe and “The Nymph’s Reply to the Shepherd” by Walter Raleigh) • Selected poems and excerpts from authors/poets such as Robert Herrick, Andrew Marvell, John Donne, Ben Jonson, and John Milton • <i>The Language of Literature</i> (British Literature) - McDougal Littell <u>Suggested Informational Texts:</u> • History/Culture of the English Renaissance <u>Supplemental Online Resources:</u> <i>Macbeth</i> Resources: • https://myshakespeare.com/ • http://www.shakespeare-online.com/ • http://www.folger.edu/teaching-modules • https://www.varsitytutors.com/englishteacher/macbeth Shmoop: • http://www.shmoop.com/ LitCharts:
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STAGE 3: LEARNING PLAN

*What learning experiences and instruction will enable students to achieve the desired results? Utilize the **WHERE TO*** acronym to consider key design elements.*

SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	<u>Students will be able to:</u> Reading: • evaluate the historical influences of the Anglo-Saxon era. • analyze characteristics of an epic. • analyze archetypes drawn from myth and tradition.	<u>Students will be able to:</u> Reading: • evaluate the historical influences of the Middle Ages. • use the texts to evaluate their message regarding the nature of Medieval life.	<u>Students will be able to:</u> Reading: • evaluate the historical influences of the Renaissance. • study the history of William Shakespeare. • identify a variety of literary techniques—diction, tone, and syntax.
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	- analyze and compare themes. - define, cite, and analyze literary terms, such as: - Kenning - Caesuras - Alliteration - Medias Res - Assonance - compare works from different literary periods and/or genres. - understand and identify Anglo-Saxon roots and affixes. - use context clues to determine word meanings. - critically and closely read literary and informational texts. - write routinely and for extended amounts of time. - participate in genuine classroom discussions (e.g., socratic seminars). Writing (Informative/Explanatory Essay): - write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	- evaluate the role of religion in Medieval society and its literature. - analyze the characteristics of subgenres of poetry and prose. - recognize the elements of a frame story. - compare frame stories from different cultures and literary periods. - analyze the use of verbal and situational irony. - analyze different methods of characterization. - evaluate the battle between good and evil as internalized during the Medieval period. - uncover and articulate examples of satire as used by Chaucer. - utilize library resources to research the Knights of the round table and apply knowledge to the legends. - compare works from different literary periods and/or genres. - understand etymologies and multiple-meaning words. - critically and closely read literary and informational texts. - write routinely and for extended amounts of time.	- analyze events/characters using elements of structure. - identify Shakespeare's voice within the play. - explain the need humans have for a feeling of safety. - identify the cruelty of betraying one's love/trust. - discussing the concept of the ends never justify the means. - compare and contrast Anglo-Saxon epic heroes to tragic heroes. - demonstrate a solid thematic understanding of <i>Macbeth</i>. - explore characters, themes, and the plot of a variety of texts. - apply knowledge of the tragic hero to other texts. - analyze the characteristics of subgenres of poetry, drama, and prose. - analyze political points of view on a topic. - analyze patterns of organization. - analyze an author's style. - compare works from different literary periods and/or genres. - analyze an author's argument. - identify word relationships.
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	● introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ● develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ● use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. ● establish and maintain a style and tone appropriate to the audience and purpose	● participate in genuine classroom discussions (e.g., socratic seminars). Writing (Informative/Explanatory Essay): ● write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ● introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ● develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	● understand scientific and mathematical terms derived from Greek and Latin. ● understand and use synonyms. ● critically and closely read literary and informational texts. ● write routinely and for extended amounts of time. ● participate in genuine classroom discussions (e.g., socratic seminars). Writing (Argumentative Essay): ● write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence. ● introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. ● develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate
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	(e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. • provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).	• use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. • provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).	form and in a manner that anticipates the audience's knowledge level and concerns. • use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. • provide a concluding paragraph or section that supports the argument presented. • use literary theory and research to make a sound argument. • write and rewrite formal, extended analyses and timed, in-class responses. • demonstrate an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving
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			appropriate emphasis through diction and sentence structure.
CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, Career Readiness, Life Literacies, and Key Skills technology) learning activities are included in this unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)</i>	<u>Cross-Curricular:</u> Social Studies: 6.1.12.D.3.e, 6.1.12.D.14.f 6.1.12.A.16.a ● Make connections and understand how time periods influence literature. ● Complete projects, webquests, and essays related to historical time periods and their connection to texts and articles. Science: HS-ESS3-1; HS-ETS1-3; ● Read about problems in the science world: nature, space, chemistry, medicine, etc. ● Write a research-based essay with findings and evidence. ● Create plans to help solve a science-related problem in the world, including climate change. ● Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.	<u>Cross-Curricular:</u> Social Studies: 6.1.12.D.3.e, 6.1.12.D.14.f 6.1.12.A.16.a ● Make connections and understand how time periods influence literature. ● Complete projects, webquests, and essays related to historical time periods and their connection to texts and articles. Science: HS-ESS3-1; HS-ETS1-3; ● Read about problems in the science world: nature, space, chemistry, medicine, etc. ● Write a research-based essay with findings and evidence. ● Create plans to help solve a science-related problem in the world, including climate change. ● Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.	<u>Cross-Curricular:</u> Social Studies: 6.1.12.D.3.e, 6.1.12.D.14.f 6.1.12.A.16.a ● Make connections and understand how time periods influence literature. ● Complete projects, webquests, and essays related to historical time periods and their connection to texts and articles. Science: HS-ESS3-1; HS-ETS1-3; ● Read about problems in the science world: nature, space, chemistry, medicine, etc. ● Write a research-based essay with findings and evidence. ● Create plans to help solve a science-related problem in the world, including climate change. ● Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

	- Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. <u>Differentiation:</u> - Learning stations - Task cards - Interviews - Learning Styles Inventory - Tic-Tac-Toe - Literature Circles - Mini-Workshops - RAFT - Anchor Activities Tiered Lessons: - Learning style adaptation - Menu options - Reading checkpoints with choices - R.A.F.T (Role Audience Format and Topic) - Multimedia presentations - Open-ended writing responses (choice of prompts) - Conclusions and analysis of exploratory activities - Research reports Special Education/504:	modified due to human activity. - Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. <u>Differentiation:</u> - Learning stations - Task cards - Interviews - Learning Styles Inventory - Tic-Tac-Toe - Literature Circles - Mini-Workshops - RAFT - Anchor Activities Tiered Lessons: - Learning style adaptation - Menu options - Reading checkpoints with choices - R.A.F.T (Role Audience Format and Topic) - Multimedia presentations - Open-ended writing responses (choice of prompts) - Conclusions and analysis of exploratory activities - Research reports Special Education/504:	- Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. <u>Differentiation:</u> - Learning stations - Task cards - Interviews - Learning Styles Inventory - Tic-Tac-Toe - Literature Circles - Mini-Workshops - RAFT - Anchor Activities Tiered Lessons: - Learning style adaptation - Menu options - Reading checkpoints with choices - R.A.F.T (Role Audience Format and Topic) - Multimedia presentations - Open-ended writing responses (choice of prompts) - Conclusions and analysis of exploratory activities - Research reports Special Education/504:
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	● Provide modifications as dictated in the student's IEP/504 plan. ● Modify lessons as needed. ● Provide choices and extended time. ● Provide grouping or peer learning when appropriate. ● Provide outlets for agitated students, such as cool-down zones, meditation techniques, or breathing strategies. ● Provide a character chart for <i>Beowulf</i> ● Provide a literary terms practice sheet ● Create a timeline of important events ELL: ● Use cooperative grouping. ● Provide written and oral instructions in a variety of ways. ● Extend time for completing assignments. ● Use Google translate when appropriate. ● Provide native language material for <i>Beowulf</i> ● Provide a graphic organizer in the native language ● Paraphrase difficult passages	● Provide modifications as dictated in the student's IEP/504 plan. ● Modify lessons as needed. ● Provide choices and extended time. ● Provide grouping or peer learning when appropriate. ● Provide outlets for agitated students, such as cool-down zones, meditation techniques, or breathing strategies. ● Identify sequence of events in <i>The Pardoner's Tale</i> ● Provide guided reading questions for <i>The Canterbury Tales</i> ● Identify details of characterization and create a chart ELL: ● Use cooperative grouping. ● Provide written and oral instructions in a variety of ways. ● Extend time for completing assignments. ● Use Google translate when appropriate. ● Read aloud with another classmate ● Provide native language material for <i>The Canterbury Tales</i>	● Provide modifications as dictated in the student's IEP/504 plan. ● Modify lessons as needed. ● Provide choices and extended time. ● Provide grouping or peer learning when appropriate. ● Provide outlets for agitated students, such as cool-down zones, meditation techniques, or breathing strategies. ● Provide guided reading questions for <i>Macbeth</i> ● Provide character charts and summaries for each act of the play ● Make text-to-world connections using figurative language ELL: ● Use cooperative grouping. ● Provide written and oral instructions in a variety of ways. ● Extend time for completing assignments. ● Use Google translate when appropriate. ● Provide native language material for <i>Macbeth</i> ● Provide a list of difficult vocabulary words and their definitions
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	At-Risk: ● Present rules and instructions in an informational rather than controlling manner. ● Give students opportunities to make choices (individually or as a group). ● Teach basic skills. ● Use effort and achievement rubrics. ● Assure students they can be successful. ● Promote mastery or challenging tasks. ● Complete an online Viking game to appreciate the journey of <i>Beowulf</i> ● Create a map of his journey ● Outline events in the story Gifted and Talented: ● Create a blog or social media page about their unit. ● Debate issues with research to support arguments. ● Create a plan to solve an issue presented in the class or in a text. ● Complete activities aligned with above grade level text using Benchmark results. ● Discuss Wealhtheow's position in society ● Point out and discuss passages in which it is clear that the monks who	● Provide a list of difficult vocabulary words and definitions At-Risk: ● Present rules and instructions in an informational rather than controlling manner. ● Give students opportunities to make choices (individually or as a group). ● Teach basic skills. ● Use effort and achievement rubrics. ● Assure students they can be successful. ● Promote mastery or challenging tasks. ● Create a reader's purpose chart for <i>The Canterbury Tales</i> ● Identify main ideas and support ● Read in shorter chunks Gifted and Talented: ● Create a blog or social media page about their unit. ● Debate issues with research to support arguments. ● Create a plan to solve an issue presented in the class or in a text.	● Listen to the play in small groups At-Risk: ● Present rules and instructions in an informational rather than controlling manner. ● Give students opportunities to make choices (individually or as a group). ● Teach basic skills. ● Use effort and achievement rubrics. ● Assure students they can be successful. ● Promote mastery or challenging tasks. ● Make mind pictures during the reading of the play and share with the class ● Record sensory details ● Listen to the play in small literature circles ● Make text-to-self connections Gifted and Talented: ● Create a blog or social media page about their unit. ● Debate issues with research to support arguments. ● Create a plan to solve an issue presented in the class or in a text.
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	transcribed the tale added their own Christian viewpoint to the story Examine what Beowulf reveals about the Anglo-Saxon time period	- Complete activities aligned with above grade level text using Benchmark results. - Provide a literary connection activity - Create a literary form study in which students have to identify examples of characterization in <i>The Canterbury Tales</i> - Provide a primary source study	- Complete activities aligned with above grade level text using Benchmark results. - Research and debate mental illness in Macbeth; specifically Lady Macbeth - Research influential leaders and compare them to Macbeth - Provide a historical context project: Witchcraft in Renaissance Britain - Stage a panel discussion about Lady Macbeth - Provide a literary response project for <i>Macbeth</i> - Provide an archetypal character study
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*WHERE TO

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.

Unit #: <i>Unit Title</i>	Unit 4: <i>Nature and the Human Condition</i> Romanticism & Victorian Era ~1798-1901	Unit 5: <i>Dystopian Society/The Dangers of</i> <i>Totalitarianism</i> Modern, Postmodern, and Contemporary ~1900-Present	Unit 6: <i>British Topic Exploration:</i> <i>The Research Paper</i>
Number of Days/Weeks	25 Days	30 Days	30 Days
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>			
ESTABLISHED GOALS: <i>(NJSLS)</i>	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10	English Language Arts RL.11-12.1-11-12.10 RI.11-12.1-11-12.10

	W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.1.12.FP.4 9.1.12.FP.5 9.1.12.CFR.5 9.4.12.GCA.1	W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.1.12.FP.4 9.1.12.FP.5 9.1.12.CFR.5 9.4.12.GCA.1	W.11-12.1-11-12.10 SL.11-12.1-11-12.6 L.11-12.1-11-12.6 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.1.12.FP.4 9.1.12.FP.5 9.1.12.CFR.5 9.4.12.GCA.1
ENDURING UNDERSTANDINGS: <i>(Students will understand that . . .)</i>	Romanticism: - the cultural movement of Romanticism rejects rationalism to embrace a new perspective in the face of the French Revolution. - people considered humans to be good and decent until they were corrupted by various elements of society, including economics, religion, education, and government. - artists were inspired by nature’s beauty, and dreams	- British legislation during the early 1900s attempted to bridge the gap between the rich and poor. Writers reflected the struggles between the classes. - women sought equal rights, and compulsory elementary education for both sexes increased the number of literate—though not necessarily educated—citizens. - many writers left their homeland after WWI because when Victorianism	- to be convincing, one must prove and support his or her ideas and opinions with valid research. Proper citations are essential. - the MLA style of writing is used to cite sources and create the works cited page. - different forms of writing are appropriate at different times for different purposes and audiences. We must be proficient writers in order to communicate effectively and clearly.

	were considered a clarification of reality. • writers of the time began to focus on the importance of the individual and his subjective nature. Victorian: • Victorian literature criticizes the industrial and moralistic society of the time. • the Victorian Age brought about many social reforms. • industrialization, imperialism, and materialism influenced Victorian England. General: • time period, religion, culture, and literature can be used to identify and define a society through decades and even centuries. • writing is a craft that can meet the intellectual, creative, and analytical needs of writers and readers. • different genres have different structures and conventions. Authors choose a particular genre for a specific purpose.	fell out of favor, they felt rejected. • poetry reflected both Romantic and Realistic elements along with new forms such as Imagism and Symbolism. • poets and fiction writers experimented with the stream of consciousness technique as a means of psychological exploration of their characters. • unrestrained political power results in tyranny and destruction of citizen's biological and natural rights. • dystopian literature often explores common themes. • societal changes and technological advancements influence writers and the development of dystopian fiction. • dystopian fiction often comments on present circumstances in society and warns against a nightmarish future. • writers of dystopian fiction use a variety of literary devices to create meaning in their works. • precise and imprecise language influences meaning.	• research must come from a reputable source. • information must be stored and organized in an orderly fashion. • a thesis statement is the driving force of a research paper.
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		- time period, religion, culture, and literature can be used to identify and define a society through decades and even centuries. - writing is a craft that can meet the intellectual, creative, and analytical needs of writers and readers. - different genres have different structures and conventions. Authors choose a particular genre for a specific purpose.	
ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	Reading: (Romanticism) - What causes Romantics to reject the ideas of the Age of Reason? - How do poets use figurative language to express themselves during the Romantic period? - How do the ideas of pushing or exceeding the limits of life and death, popular during Romanticism, influence the fiction of today? (Victorian) - How do the elements of a sonnet, lyric poem, dramatic monologue, metaphysical poem (e.g. meter, mood, assonance, consonance,	Reading: - What caused people to challenge British rule during the Modern Age? - How did British writers respond to the political and social upheaval of the Modern Age? - How is women's suffrage reflected in Modern literature? - What unique qualities does literature offer in anticipating or imagining the myriad of possible futures? - What do fictional utopias tell us about what we think is good? - What do fictional dystopias tell us about what we believe is bad or what we	Writing (Research/Argumentative Essay): - How does a researcher develop an effective thesis? - How do researchers find quality source material and document it properly? - How do researchers use the MLA style to write a research paper? - How do researchers organize their ideas and information effectively? - How do researchers differentiate their ideas from the ideas of others? - How does a writer effectively provide specific details from the text to support claims?

	alliteration, tone, diction, and nonsense verse) contribute to the meaning of the poem? • How does Victorian literature provide insight into the values, customs, and conditions of the time? • How do Victorian writers portray the time period realistically? • How does literature influence social reform? • How can we distinguish between Romantic and Victorian literature? • How did industrialization, imperialism, and materialism influence Victorian writers? • How does the author use language to convey a purpose of point of view? Writing (Narrative): • What is the purpose of writing a narrative? • How does a writer engage and orient a reader? • What type of narrative techniques does a writer use and why are they important? • Why is it necessary for a writer to use precise words and phrases?	fear our society will become? • Can utopian visions offer an effective critique of actually existing social orders? • Can they serve as a model for changing contemporary societies? • How does vicariously experiencing radically better (or worse) imaginary worlds change our perceptions of the future? • What is the role of political propaganda in fictional utopias/dystopias? • What was the role of political propaganda in the societies envisioned by the Soviets and the Nazis last century? • What can we learn from utopian and dystopian literature to help us live well in the 21st century? • What does the “perfect” or “ideal” society look like? How does it function? • What roles do individuality and family have in society? Are they necessary? • When is progress a problem? • Is it better to escape reality or face it?	• How does a writer introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence? • How does a writer develop claim(s) and counterclaims? • How does a writer use transitions effectively? • How does a writer establish and maintain a style and tone appropriate to the audience and purpose in which they are writing? • How does a writer provide a concluding paragraph or section that supports the argument presented? • How can literary theory and research be used to make a sound argument? • Why is it important to write and rewrite formal, extended analyses and timed, in-class responses? • Why is it important to demonstrate an effective use of rhetoric?
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	What is the significance of a conclusion in narrative writing?	- How much of our rights should be surrendered to the government to insure security and stability? - Is a person's worth based on what he can do or provide for society? - Is happiness the most important life goal? Writing (Review of Skills): - How does one effectively write an interpretation of a piece of literature? - Why is it important to write and rewrite formal, extended analyses and timed, in-class responses? - Why is it important to understand that different pieces of writing have different purposes and are intended for different audiences? How does a writer ensure they are writing the appropriate way for the appropriate audience? - How does a writer demonstrate an effective use of rhetoric?	
STAGE 2: ASSESSMENT EVIDENCE <i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i>			
PERFORMANCE TASKS:	Socratic Seminars	Socratic Seminars	Research

<i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i> <i>(By what criteria will performances of understanding be judged?)</i>	● Critical and Analytical Discussions ● Debates ● Timed and Take Home Essays ● Literature Circles ● Document Based Responses ● Independent Reading (Fiction and Nonfiction) ● Fish Bowls ● Oral Presentations ● Entrance and Exit Slips ● Peer Editing and Revisions ● Self Reflection and Evaluation ● Rubrics	● Critical and Analytical Discussions ● Debates ● Timed and Take Home Essays ● Literature Circles ● Document Based Responses ● Independent Reading (Fiction and Nonfiction) ● Fish Bowls ● Oral Presentations ● Entrance and Exit Slips ● Peer Editing and Revisions ● Self Reflection and Evaluation ● Rubrics	● Primary and Secondary Sources Analysis ● Note Taking (Note Cards) ● Navigation of the Library Database ● Writer's Workshop ● Writing Conventions ● Close Reading ● Evaluation of Different Types of Evidence ● Peer Conferencing ● Critical and Analytical Discussions ● Independent Reading (Fiction and Nonfiction) ● Entrance and Exit Slips ● Self Reflection and Evaluation ● Rubrics ● Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)</i> <i>(How will students self-assess their learning?)</i>	● Benchmark Assessments ● Homework ● Tests/Quizzes ● Essays/Compositions ● Reports ● Journal Entries ● Discussions ● Notebook Assignments ● Peer Evaluations ● Bulletin Board of Exemplars ● Daily Oral Language	● Benchmark Assessments ● Homework ● Tests/Quizzes ● Essays/Compositions ● Reports ● Journal Entries ● Discussions ● Notebook Assignments ● Peer Evaluations ● Bulletin Board of Exemplars ● Daily Oral Language	● Benchmark Assessments ● Homework ● Tests/Quizzes ● Essays/Compositions ● Reports ● Journal Entries ● Discussions ● Notebook Assignments ● Peer Evaluations ● Bulletin Board of Exemplars ● Daily Oral Language
RESOURCES:	<u>Recommended Literary Texts:</u> ● Selected poems and excerpts from authors/poets such as William Blake, William Wordsworth, Samuel Taylor Coleridge, Lord Byron, Percy Bysshe Shelley, and John Keats (Romantic Era) ● Selected poems and excerpts from authors/poets such as Alfred, Lord Tennyson, Robert Browning, Elizabeth Browning, Gerard Manley Hopkins, Matthew Arnold, and A.E. Housman (Victorian Era) ● <i>The Picture of Dorian Gray</i> by Oscar Wilde ● <i>The Language of Literature</i> (British Literature) - McDougal Littell <u>Suggested Poems:</u> Romantic:	<u>Recommended Literary Texts:</u> ● <i>Brave New World</i> by Aldous Huxley ● <i>The Language of Literature</i> (British Literature) - McDougal Littell <u>Suggested Informational Texts:</u> ● History/Culture of the Modern Period ● Information Pertaining to Dystopian Literature ● “Blood, Sweat, and Tears” speech by Winston Churchill <u>Suggested Poems:</u> ● “Dulce et Decorum Est” by Wilfred Owen ● “The Hollow Men” by T.S. Eliot ● “The Second Coming” by William Butler Yeats	<u>Recommended Texts:</u> ● Primary and Secondary Sources will be used for Research (text choices will vary based on student topics and interests) <u>Student Website References:</u> ● https://owl.english.purdue.edu/owl/resource/747/01/ ● JSTOR: Digital library of academic journals, books, and primary sources ● EBSCOhost: online reference system ● Students may use any website that has RELIABLE and CREDIBLE information <u>Supplemental Online Resources:</u> Shmoop ● http://www.shmoop.com/ LitCharts ● http://www.litcharts.com/

	• “The Tyger”, “The Lamb”, “The Chimney Sweeper,” and “The Poison Tree” by William Blake • “Lines Composed a Few Miles from Tintern Abbey,” “Composed upon Westminster Bridge,” and “The World is Too Much with Us” by William Wordsworth • “Kubla Khan” by Samuel Taylor Coleridge • “She Walks in Beauty” by Lord Byron • “Ozymandias” and “Ode to the West Wind” by Percy Bysshe Shelley • “When I Have Fears,” “Ode to a Nightingale,” and “Ode on a Grecian Urn” by John Keats Victorian: • “The Lady of Shalott” by Alfred, Lord Tennyson • “My Last Duchess” by Robert Browning • “Sonnet 43” by Elizabeth Browning • “Pied Beauty” by Gerard Manley Hopkins • “Dover Beach” by Matthew Arnold • “To an Athlete Dying Young” by A.E. Housman	• “Do Not Go Gentle into That Good Night” by Dylan Thomas <u>Supplemental Texts:</u> • <i>1984</i> by George Orwell (H) • <i>Animal Farm</i> by George Orwell (R) <u>Supplemental Online Resources:</u> <i>Brave New World</i> Resources: • http://moellerlit.weebly.com/brave-new-world.html • https://www.varsitytutors.com/englishteacher/huxley Shmoop • http://www.shmoop.com/ LitCharts • http://www.litcharts.com/ Purdue Owl (MLA) • https://owl.english.purdue.edu/owl/resource/747/01/ Literary Terms • http://www.tnellen.com/cybereng/lit_terms/terms/ReadMe.html Important Dates in Lit History • https://www.enotes.com/lit-fact-calendar Free Audio Tapes • http://www.learnoutloud.com/Free-Audio-Video/Literature	Purdue Owl (MLA) • https://owl.english.purdue.edu/owl/resource/747/01/ Literary Terms • http://www.tnellen.com/cybereng/lit_terms/terms/ReadMe.html Important Dates in Lit History • https://www.enotes.com/lit-fact-calendar Free Audio Tapes • http://www.learnoutloud.com/Free-Audio-Video/Literature
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	<u>Suggested Informational Texts:</u> - History/Culture of the Romantic and Victorian Time Periods <u>Supplemental Online Resources:</u> Shmoop http://www.shmoop.com/ LitCharts http://www.litcharts.com/ Purdue Owl (MLA) https://owl.english.purdue.edu/owl/resource/747/01/ Literary Terms http://www.tnellen.com/cybereng/lit_terms/terms/Read.M.e.html Important Dates in Lit History https://www.enotes.com/lit-fact-calendar Free Audio Tapes http://www.learnoutloud.com/Free-Audio-Video/Literature http://www.loudlit.org/ Listenwise https://listenwise.com/ Ted Talks https://www.ted.com/talks NewsELA https://newsela.com/ CommonLit https://www.commonlit.org/	http://www.loudlit.org/ Listenwise https://listenwise.com/ Ted Talks https://www.ted.com/talks NewsELA https://newsela.com/ CommonLit https://www.commonlit.org/ Edulastic https://www.edulastic.com/ Grammar https://www.khanacademy.org/humanities/grammar http://www.quickanddirtytips.com/grammar-girl Cross-Curricular 21st Century Multimedia http://www.history.com/ https://nj.pbslearningmedia.org/ http://www.teachertube.com/ http://www.nextvista.org/videos/ https://documentaryaddict.com/ http://www.teachertube.com/ https://www.youtube.com/education - Historical Primary Texts: http://www.read.gov/educators/	http://www.history.com/ https://nj.pbslearningmedia.org/ http://www.teachertube.com/ http://www.nextvista.org/videos/ https://documentaryaddict.com/ http://www.teachertube.com/ https://www.youtube.com/education - Historical Primary Texts: http://www.read.gov/educators/ http://www.loc.gov/teachers/classroommaterials/primarysourcesets/ http://www.loc.gov/teachers/usingprimarysources/guides.html Online/Technology Tools - Google Classroom - YouTube - iTunesU - Wordle - Prezi - Wix http://50ways.wikispaces.com/
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	Edulastic • https://www.edulastic.com/ Grammar • https://www.khanacademy.org/humanities/grammar • http://www.quickanddirtytips.com/grammar-girl Cross-Curricular 21st Century Multimedia • http://www.history.com/ • https://nj.pbslearningmedia.org/ • http://www.teachertube.com/ • http://www.nextvista.org/videos/ • https://documentaryaddict.com/ • http://www.teachertube.com/ • https://www.youtube.com/education • Historical Primary Texts: -http://www.read.gov/educators/ -http://www.loc.gov/teachers/classroommaterials/primarysourcesets/ -http://www.loc.gov/teachers/usingprimarysources/guides.html Online/Technology Tools • Google Classroom • YouTube	-http://www.loc.gov/teachers/classroommaterials/primarysourcesets/ -http://www.loc.gov/teachers/usingprimarysources/guides.html Online/Technology Tools • Google Classroom • YouTube • iTunesU • Wordle • Prezi • Wix • http://50ways.wikispaces.com/ Teacher Resources • https://www.nytimes.com/section/learning • https://www.readworks.org/ • https://www.tes.com/lessons • https://www.booksource.com/SearchResults.aspx • http://jerrywbrown.com/ • http://www.penguin.com/services-shared/teachersguides/ • http://www.glencoe.com/sec/literature/litlibrary/ Student Resources • http://www.60secondrecap.com/ • http://rinkworks.com/bookaminute/	
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	• iTunesU • Wordle • Prezi • Wix • http://50ways.wikispaces.com/ Teacher Resources • https://www.nytimes.com/section/learning • https://www.readworks.org/ • https://www.tes.com/lessons • https://www.booksource.com/SearchResults.aspx • http://jerrywbrown.com/ • http://www.penguin.com/services-shared/teachersguides/ • http://www.glencoe.com/sec/literature/litlibrary/ Student Resources • http://www.60secondrecap.com/ • http://rinkworks.com/booka minute/ • https://www.youtube.com/user/crashcourse	• https://www.youtube.com/user/crashcourse	
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STAGE 3: LEARNING PLAN

*What learning experiences and instruction will enable students to achieve the desired results? Utilize the **WHERE TO*** acronym to consider key design elements.*

SKILLS AND TOPICS:	<u>Students will be able to:</u> Reading:	<u>Students will be able to:</u> Reading:	<u>Students will be able to:</u>
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<i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	● evaluate the historical influences of the Romantic and Victorian time periods. ● analyze an author's style. ● analyze the theme. ● define, cite, and analyze poetic devices, such as: ○ Symbol, ○ Rhythm & rhyme, ○ Imagery, ○ Alliteration, ○ Assonance, ○ Consonance, and ○ Internal Rhyme ● compare and contrast poetry from different cultures. ● analyze characteristics of subgenres of poetry. Romanticism: ● consider the relationship between art and nature in these works. ● consider the difference between natural and forced language, as explained by Wordsworth. ● consider both the common tendencies of works of this period and the contradictions, exceptions, and outliers. ● participate in a seminar discussion in which a philosophical question is explored in relation to a specific text.	● evaluate the historical influences of the Modern time period. ● define and discuss the concepts of utopian/dystopian literature. ● explain how the author uses characterization, exposition, and dialogue, which drive the plot and develop its themes. ● distinguish between direct and indirect satire. ● consider how irony engages the reader and develops ideas. ● comment on the use of literature to critique societal values. ● analyze themes. ● define, cite, and analyze literary terms, such as: ○ Personification, ○ Foreshadowing, ○ Metaphor, ○ Exposition, ○ Science Fiction, ○ Allusion, ○ Inference, ○ Irony, ○ Theme, and ○ Flashback ● locate key passages, summarize plot, develop provocative questions, and research historical and social	● read for meaning -- denotation (What do the words say?) and connotation (What is the author doing or trying to do in this piece? What could it mean?) ● think critically. ● research facts and opinions. ● differentiate between facts and opinions. ● evaluate ideas. ● evaluate presentation styles. ● analyze and identify issues and problems. ● synthesize and solve problems. ● analyze the arguments of others. Writing (Research Paper Process): ● explore a topic. ● conduct pre-searches. ● examine areas of investigation. ● generate inquiry questions. ● plan for searches ● assess sources. ● make and record notes ● build an initial research frame. ● conduct searches independently. ● select key sources. ● read sources closely. ● discuss types of claims ● write evidence-based claims about sources.
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	Victorian: - analyze how specific elements in a poem (e.g. diction, rhythm, tone, mood, sound devices, imagery, and figurative language) contribute to the theme of the poem. - identify the sound devices in poetry and how they enhance the sense of rhythm and musical quality of the work. - analyze the style(s) of writing of the author(s) as to how they reveal the author's attitude and purpose in writing. - interpret the historical context of the poetry. - analyze the diction, tone, and literary devices a poet uses and how these add to the meaning of the poem. General: - critically and closely read literary and informational texts. - write routinely and for extended amounts of time. - participate in genuine classroom discussions (e.g., socratic seminars). Writing (Narrative): - write narratives to develop real or imagined experiences	events from their reading of dystopian novels for use in student-led conversations. - critically and closely read literary and informational texts. - write routinely and for extended amounts of time. - participate in genuine classroom discussions (e.g., socratic seminars). Writing (Review of Skills): - write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's: - Structure, style, and themes; - The social and historical values it reflects and embodies; and - Elements, such as the use of figurative language, imagery, symbolism, and tone - write and rewrite formal, extended analyses and timed, in-class responses. The course requires: - Writing to understand: Informal, exploratory writing	- address inquiry paths. - organizing evidence. - evaluate research. - refine and extend inquiry. - review research portfolios. - express an evidence-based perspective. Writing (Research Paper): - correctly format a Works Cited page. - correctly use parenthetical citations. - correctly use MLA formatting. - write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence. - introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. - write an introductory paragraph that introduces a topic sentence and narrows down to the thesis. - develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while
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	or events using effective technique, well-chosen details, and well-structured event sequences. ● engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. ● use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ● use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). ● use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● provide a conclusion that follows from and reflects on what is experienced,	activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, freewriting, keeping a reading journal, and response/reaction papers) ○ Writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text and ○ Writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values	pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. ● use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● smoothly blend quotations into writing. ● establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. ● provide a concluding paragraph or section that supports the argument presented. ● use literary theory and research to make a sound argument.
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	observed, or resolved over the course of the narrative.	● demonstrate an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.	● write and rewrite formal, extended analyses and timed, in-class responses. ● demonstrate an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure. ● use appropriate grammar, mechanics, and usage.
CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, Career Readiness, Life Literacies, and Key Skills technology) learning activities are included in this unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)</i>	<u>Cross-Curricular:</u> Social Studies: 6.1.12.D.3.e, 6.1.12.D.14.f 6.1.12.A.16.a ● Make connections and understand how time periods influence literature. ● Complete projects, webquests, and essays related to historical time periods and their connection to texts and articles. Science: HS-ESS3-1; HS-ETS1-3; ● Read about problems in the science world: nature, space, chemistry, medicine, etc. ● Write a research-based essay with findings and evidence. ● Create plans to help solve a science-related problem in	<u>Cross-Curricular:</u> Social Studies: 6.1.12.D.3.e, 6.1.12.D.14.f 6.1.12.A.16.a ● Make connections and understand how time periods influence literature. ● Complete projects, webquests, and essays related to historical time periods and their connection to texts and articles. Science: HS-ESS3-1; HS-ETS1-3; ● Read about problems in the science world: nature, space, chemistry, medicine, etc. ● Write a research-based essay with findings and evidence. ● Create plans to help solve a science-related problem in	<u>Cross-Curricular:</u> Social Studies: 6.1.12.D.3.e, 6.1.12.D.14.f 6.1.12.A.16.a ● Make connections and understand how time periods influence literature. ● Complete projects, webquests, and essays related to historical time periods and their connection to texts and articles. Science: HS-ESS3-1; HS-ETS1-3; ● Read about problems in the science world: nature, space, chemistry, medicine, etc. ● Write a research-based essay with findings and evidence. ● Create plans to help solve a science-related problem in

	the world, including climate change. ● Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity. ● Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. <u>Differentiation:</u> ● Learning stations ● Task cards ● Interviews ● Learning Styles Inventory ● Tic-Tac-Toe ● Literature Circles ● Mini-Workshops ● RAFT ● Anchor Activities Tiered Lessons: ● Learning style adaptation ● Menu options ● Reading checkpoints with choices ● R.A.F.T (Role Audience Format and Topic) ● Multimedia presentations	the world, including climate change. ● Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity. ● Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. <u>Differentiation:</u> ● Learning stations ● Task cards ● Interviews ● Learning Styles Inventory ● Tic-Tac-Toe ● Literature Circles ● Mini-Workshops ● RAFT ● Anchor Activities Tiered Lessons: ● Learning style adaptation ● Menu options ● Reading checkpoints with choices ● R.A.F.T (Role Audience Format and Topic) ● Multimedia presentations	the world, including climate change. ● Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity. ● Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. <u>Differentiation:</u> ● Learning stations ● Task cards ● Interviews ● Learning Styles Inventory ● Tic-Tac-Toe ● Literature Circles ● Mini-Workshops ● RAFT ● Anchor Activities Tiered Lessons: ● Learning style adaptation ● Menu options ● Reading checkpoints with choices ● R.A.F.T (Role Audience Format and Topic) ● Multimedia presentations
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	• Open-ended writing responses (choice of prompts) • Conclusions and analysis of exploratory activities • Research reports Special Education/504: • Provide modifications as dictated in the student's IEP/504 plan. • Modify lessons as needed. • Provide choices and extended time. • Provide grouping or peer learning when appropriate. • Provide outlets for agitated students, such as cool-down zones, meditation techniques, or breathing strategies. • Provide choice of poems for that time period • Review the organization of a sonnet • Summarize the themes ELL: • Use cooperative grouping. • Provide written and oral instructions in a variety of ways. • Extend time for completing assignments.	• Open-ended writing responses (choice of prompts) • Conclusions and analysis of exploratory activities • Research reports Special Education/504: • Provide modifications as dictated in the student's IEP/504 plan. • Modify lessons as needed. • Provide choices and extended time. • Provide grouping or peer learning when appropriate. • Provide outlets for agitated students, such as cool-down zones, meditation techniques, or breathing strategies. • Provide a character chart for <i>Brave New World</i> • Create a timeline of major events • Provide a graphic organizer for <i>Brave New World</i> ELL: • Use cooperative grouping. • Provide written and oral instructions in a variety of ways. • Extend time for completing assignments.	• Open-ended writing responses (choice of prompts) • Conclusions and analysis of exploratory activities • Research reports Special Education/504: • Provide modifications as dictated in the student's IEP/504 plan. • Modify lessons as needed. • Provide choices and extended time. • Provide grouping or peer learning when appropriate. • Provide outlets for agitated students, such as cool-down zones, meditation techniques, or breathing strategies. • Provide a paragraph blueprint for the research paper • Color coding notes • Revise grading standards ELL: • Use cooperative grouping. • Provide written and oral instructions in a variety of ways. • Extend time for completing assignments.
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	● Use Google translate when appropriate. ● Provide a text organization chart for Blake's poems ● Analyze text organisation ● Use a context clue chart for the poems At Risk: ● Present rules and instructions in an informational rather than controlling manner. ● Give students opportunities to make choices (individually or as a group). ● Teach basic skills. ● Use effort and achievement rubrics. ● Assure students they can be successful. ● Promote mastery or challenging tasks. ● Unlock word meaning (unlock the meaning of words with given steps) ● Make text-to-world connections ● Use mnemonic devices Gifted and Talented: ● Create a blog or social media page about their unit. ● Debate issues with research to support arguments.	● Use Google translate when appropriate. ● Allow a bilingual dictionary ● Determine author's purpose ● Provide a list of difficult vocabulary words and their definitions At Risk: ● Present rules and instructions in an informational rather than controlling manner. ● Give students opportunities to make choices (individually or as a group). ● Teach basic skills. ● Use effort and achievement rubrics. ● Assure students they can be successful. ● Promote mastery or challenging tasks. ● Provide summaries for each chapter of <i>Brave New World</i> ● Read the novel in short chunks ● Create a timeline of major events in <i>Brave New World</i> Gifted and Talented: ● Create a blog or social media page about their unit. ● Debate issues with research to support arguments.	● Use Google translate when appropriate. ● Provide native language graphic organizers for essays ● Create matching cards for vocabularies (words on one side, definition in their own words on the other) At Risk: ● Present rules and instructions in an informational rather than controlling manner. ● Give students opportunities to make choices (individually or as a group). ● Teach basic skills. ● Use effort and achievement rubrics. ● Assure students they can be successful. ● Promote mastery or challenging tasks. ● Use fewer notecards for the research paper ● Write shorter essays/research paper ● Provide a Five-Sentence-Paragraph organizer Gifted and Talented: ● Create a blog or social media page about their unit.
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	● Create a plan to solve an issue presented in the class or in a text. ● Complete activities aligned with above grade level text using Benchmark results. ● Provide a literary form study for the sonnets ● Provide a literary criticism activity (investigate how an author's life and time may have influenced creativity) ● Recite a poem to class ● Discuss how literary devices affect the reading experience	● Create a plan to solve an issue presented in the class or in a text. ● Complete activities aligned with above grade level text using Benchmark results ● Explore the author's style of <i>Brave New World</i> ● Compare and contrast an informational text to <i>Brave New World</i> ● Lead a discussion panel	● Debate issues with research to support arguments. ● Create a plan to solve an issue presented in the class or in a text. ● Complete activities aligned with above grade level text using Benchmark results. ● Present the research paper in class ● Create a media message that captures the main idea of the research paper ● Enter research paper into a scholarship contest
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