

**PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Concepts of English 12**

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**Grade Level: 12**

**Date of Board Approval: \_\_2017\_\_**

## DELAWARE VALLEY SCHOOL DISTRICT

### Planned Instruction

Title of Planned Instruction: **Concepts of English 12**

Subject Area: English

Grade(s): 12

#### Course Description:

This course, designed for students in need of remediation, is a skills-based class which will continue to review the basic skills taught in Concepts of English 11 by moving more slowly and including more guided practice than English 12. Through additional support, this course will help students gain and develop a fundamental knowledge of and appreciation for classic and contemporary works of literature through critical readings and writing. Emphasis will be placed on works of contemporary literature, highlighting major genres, themes, issues, and influences. Each of the four units will emphasize one contemporary theme: *Man's Inhumanity to Man*; *Man's Acceptance of Fate and Circumstance*; *Conflict, Renewal, and Voices of Change*; and, *Coming of Age in the 20<sup>th</sup> and 21<sup>st</sup> Centuries*. This course will help students gain a better command of vocabulary, grammar, writing, research, nonfiction, and literature. All objective and written assessments are based on Pennsylvania Core Standards. Students' reading skills are assessed not only with objective standards-based quizzes and tests, but also with written answers to constructed-response questions. An additional objective of this course is to develop and improve students' writing skills. Thus, students will review and be assessed on basic grammar, punctuation, usage, and mechanics. A research paper on a contemporary American subject or dilemma is a course and graduation requirement.

Time/Credit for the Course: Full Year

Curriculum Writing Committee: Margaret Anne Chromey

# Curriculum Map

## 1. **Marking Period One** - Overview with time range in days:

### **Man's Inhumanity to Man** - 40 to 45 days

#### Marking Period One – Goals

##### Understanding of:

- The college application process and writing the application essay
- What Holocaust survivor and author Elie Wiesel meant when he said, “Can this be true? This is the twentieth century, not the Middle Ages. Who would allow such crimes to be committed? How could the world remain silent?”
- How literature has dealt with this theme
- Characteristics of contemporary non-fiction pieces of literature
- Key literary terms, devices, and concepts: characterization, first person narrative, style, tone, perspective, and purpose
- The necessity of determining and analyzing the relationship between two or more central ideas of a text, including the development and interaction of the essential ideas
- The importance of determining or clarifying the meaning of unknown and multiple-meaning words and phrases in context
- The importance of writing informative, explanatory, and analytical constructed and/or full essay responses that clearly and accurately examine and express complex ideas, concepts, and information
- The necessity of drawing evidence from literary and informational texts to support interpretation and analysis
- The necessity to employ strategies such as context clues and knowledge of common affixes and roots in order to acquire and use academic and content vocabulary

## 2. **Marking Period Two** - Overview with time range in days:

### **Man's Acceptance of Fate and Circumstance** - 40 to 45 days

#### Marking Period Two – Goals

##### Understanding of:

- What American poet Henry Wadsworth Longfellow meant when he said, “Into each life some rain must fall, some days must be dark and dreary.”
- How literature has dealt with this theme

- Key literary terms, devices, and concepts: tragedy, epic hero, epic, irony, setting, characterization, theme
- The necessity of determining and analyzing the relationship between two or more central ideas of a text, including the development and interaction of the essential ideas
- The importance of determining or clarifying the meaning of unknown and multiple-meaning words and phrases in context
- The importance of writing informative, explanatory, and analytical constructed and/or full essay responses that clearly and accurately examine and express complex ideas, concepts, and information
- Determining two or more themes or central ideas of a text and analyzing their development over the course of the text, including how they interact and build on one another to produce a complex account; providing an objective summary of the text
- Analyzing the impact of the author’s choices regarding how to develop and relate elements of a story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- Determining the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzing the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful
- The necessity of drawing evidence from literary and informational texts to support interpretation and analysis
- The necessity to employ strategies such as context clues and knowledge of common affixes and roots in order to acquire and use academic and content vocabulary

3. **Marking Period Three** - Overview with time range in days:

**Conflict, Renewal, and Voices of Change** - 40 to 45 days

Marking Period Three – Goals

Understanding of:

- What American civil rights activist Martin Luther King Jr. meant when he said, “We must accept finite disappointment, but we must never lose infinite hope.”
- How literature has dealt with this theme
- The components of contemporary literature and works of non-fiction addressing conflict within society, emotional and mental renewal, and influential voices of progression and change

- Key literary terms, devices, and concepts: rhetorical questions, parallelism, repetition, figurative language, persuasion, satire, style, tone, meaning, and purpose
- Analytic techniques of critical reading to derive accurate meaning from texts
- The importance of determining or clarifying the meaning of unknown and multiple-meaning words and phrases in context
- The importance of writing informative, explanatory, and analytical constructed and/or full essay responses that clearly and accurately examine and express complex ideas, concepts, and information
- The necessity of drawing evidence from literary and informational texts to support interpretation and analysis
- The MLA research process: searching for and evaluating information from a variety of sources, electronic and print
- The importance of gathering, organizing, and evaluating information, and refining skills to carry out these tasks
- The components of an MLA Style Research Paper and how to successfully satisfy all requirements of the assignment
- The importance of note-taking, annotating, highlighting, drafting, and editing
- The necessity of determining and analyzing the relationship between two or more central ideas of a text, including the development and interaction of the essential ideas
- The necessity of drawing evidence from informational texts to support a thesis
- Literary and rhetorical devices used to convey tone and meaning
- Analytic techniques of critical reading to derive accurate meaning from complex texts
- The necessity to employ strategies such as context clues and knowledge of common affixes and roots in order to acquire and use academic and content vocabulary

4. **Marking Period Four** - Overview with time range in days:

**Coming of Age in the 20<sup>th</sup> and 21<sup>st</sup> Centuries** - 40 to 45 days

Marking Period Four – Goals

Understanding of:

- What American author Tobias Wolff meant when he said, “Real maturity is the ability to imagine the humanity of every person as fully as you believe in your own humanity.”
- Literary and rhetorical devices used to convey tone and meaning

- Analytic techniques of critical reading to derive accurate meaning from complex and lengthy texts
- The characteristics of non-fiction texts of different cultures
- The necessity of determining and analyzing the relationship between two or more central ideas of a text, including the development and interaction of the essential ideas
- The importance of determining or clarifying the meaning of unknown and multiple-meaning words and phrases in context
- The importance of writing informative, explanatory, and analytical constructed and/or full essay responses that clearly and accurately examine and express complex ideas, concepts, and information
- Identifying and evaluating essential content between and among various text types
- Using and citing evidence from texts to make assertions, inferences, generalizations, and to draw conclusions
- Evaluating the effectiveness of the author's use of literary devices in various genre
- Analyzing and evaluate author's/authors' use of conflict, theme, and /or point of view within and among texts
- The necessity to employ strategies such as context clues and knowledge of common affixes and roots in order to acquire and use academic and content vocabulary

## **UNIT 1: Man's Inhumanity to Man**

### **Big Idea # 1:**

- **Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.**

### Essential Questions:

- How does interaction with text provoke thinking and response?
- How does productive oral communication rely on speaking and listening?
- How does literature shape or reflect society?

### Concepts:

- Essential content, literary elements and devices inform meaning.
- Textual structure, features, and organization inform meaning.
- Exposure to multiple meanings and archaic vocabulary assists in constructing meaning.
- Active listening facilitates learning and communication.

### Competencies:

- Organize notes and utilize them for purposes of completing assignments and studying for quizzes and tests.
- Identify and evaluate essential content between and among various text types.
- Use and cite evidence from texts to respond to comprehension questions; and make assertions, inferences, generalizations, and to draw conclusions.
- Evaluate the effectiveness of the author's use of literary devices in various genres.
- Analyze and evaluate author's/authors' use of conflict, theme, and/or point of view within and among texts.
- Develop new and unique insights based on extended understanding derived from critical examinations of text(s).
- Analyze the impact of societal and cultural influences in texts.
- Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations; identify and understand multiple meanings of words.
- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and / or reflecting on the speaker's message.

### Big Idea #2:

- **Writing is a recursive process that conveys ideas, thoughts, and feelings.**

### Essential Questions:

- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?
- How do focus, content, organization, style, and conventions work together to impact writing quality?

### Concepts:

- Effectively and adequately completing graphic organizers; helping eliminate problems with content, focus, and organize; utilizing graphic organizers enhances one's writing.
- Focus, content, organization, style, and conventions work together to impact writing quality.
- Writing improves through the recursive process of revising and editing.
- Informational writing describes, explains and/or summarizes ideas or content in a variety of genre.

### Competencies:

- Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience. (focus)

- Write to create an individual writing style, tone, and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language. (style)
- Use proper conventions to compose in the standard form of the English language. (conventions)
- Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus.
- Use precise vocabulary when developing writing.

**Big Idea #3:**

- **Listening provides the opportunity to learn, reflect, and respond.**

Essential Questions:

- How does productive oral communication rely on speaking and listening?

Concepts:

- Active listening facilitates learning and communication.

Competencies:

- Listen actively and monitor one’s own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker’s message.
- Evaluate and respond to the speaker’s message by analyzing and synthesizing information, ideas, and opinions.
- Listen with civility to the ideas of others.

**Big Idea #4:**

- **Effective speaking and listening are essential for productive communication.**

Essential Questions:

- How does productive oral communication rely on speaking and listening?

Concepts:

- Purpose, context and audience influence the content and delivery in speaking situation.

Competencies:

- Interact effectively in discussions by:
  - maintaining the focus of the discussion by contributing relevant content.

- selecting and using appropriate language.
- asking relevant and clarifying questions.
- monitoring the response of participants and adjusting contributions accordingly,
- employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation.

# Curriculum Plan

## **Unit: 1 – Man’s Inhumanity to Man**

Time Range in Days: 40 – 45 days (one full marking period)

Standard(s): Pennsylvania Core Standards. English Language Arts

Reading Informational Texts: CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.9-10.F, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12, CC 1.2.11-12.L

Reading Literature: CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K

Writing: CC.1.4.11-12A, CC.1.4.11-12.B, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.I, CC.1.4.11-12.L, CC.1.4.11-12.Q, CC.1.4.11-12.S, CC.1.4.11-12.V

Speaking and Listening: CC.1.5.11-12.A, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.5.11-12.E, CC.1.5.11-12.G

**Overview: Man’s Inhumanity to Man:** Throughout history, failure to understand and accept others’ differences has led to instances of social injustice towards our fellow man, overshadowing memorable examples of courage, magnanimity, and caring. Literary works in this unit reflect this theme, resulting in consternation as well as promise for a more hopeful future.

### **Focus Question(s):**

- What does modern and contemporary literature say about man’s inhumanity to man?
- What do these works of modern and contemporary literature say about overcoming and managing man’s inhumanity to man?
- What are the essential elements of modern and contemporary literature dealing with man’s inhumanity to man?
- What literary devices are employed in modern and contemporary works of literature to express the theme of man’s inhumanity to man? What are the effects of these literary devices?

**Goals:**

- Students will be able to define a variety of treatments of this theme through multiple genres and text formats.
- Students will be able to identify and explain the function(s) and effect(s) of literary devices in modern and contemporary works of literature.
- Students will be able clearly and concisely respond in writing to prompts relating to modern and contemporary works of literature.

**Objectives:**

1. Students will use “talking to the text”/text annotation. {DOK-Level 1, Level 2}
2. Students will be able to assess and to analyze the interaction and development of a complex set of ideas and/or a sequence of events over the course of a literary passage or a literary text. {DOK- Level 3, Level 4}
3. Students will be able to assess and analyze the structure of a literary passage, literary text, or poem, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. {DOK-Level 3, Level 4}
4. Students will be able to recognize, to distinguish, and to assess how words and phrases establish meaning and tone in literary texts and poems. {DOK-Level 1, Level 2, Level 3}
5. Students will be able to construct responses and essays with a sharp distinct focus, identifying topic, task, and audience, and be able to draw accurate and detailed evidence from literary texts to support analysis, reflection, and research. {DOK-Level 1, Level 2, Level 3, Level 4}

**Core Activities and Corresponding Instructional Methods:**

1. Closely read and analyze selections from classic but mostly modern and contemporary works of literature (both whole works and partial works):
  - a. Independent reading and re-reading and analysis with reading-for-meaning questions: *Extremely Loud and Incredibly Close* by Jonathan Safran Foer. (L.F.1.3.1-1.3.2, L.F.2.1.1-2.1.2)
  - b. Identify, explain, and analyze how, in *Extremely Loud and Incredibly Close*, the nine-year-old narrator deals with trauma, mourning, family, and the struggle between self-destruction and self-preservation and how he responds to the obstacles he faces. (L.F.1.3.1-1.3.2, L.F.2.1.1-2.1.2, L.F.2.2.2-2.2.4, L.F.2.3.1)
  - c. Explain, discuss, and analyze how excerpts from works of non-fiction depict the theme of man’s inhumanity to man – suggested titles include *from Survival in Auschwitz* by Primo Levi and *from Night* by Elie Wiesel. (L.F.1.3.1-1.3.2, L.F.2.1.1-2.1.2)

- d. Analyze what Holocaust survivor and author Elie Wiesel meant when he said, “Can this be true? This is the twentieth century, not the Middle Ages. Who would allow such crimes to be committed? How could the world remain silent?” (CC.1.2.11-12.D)
  - e. Identify key literary terms, devices, and concepts: narrative, tone, theme, setting, conflict, characterization, first person narrative, style, perspective, and purpose. (L.F.2.3)
  - f. Read, explain, discuss, and analyze how articles from various periodicals have depicted the theme of man’s inhumanity to man – suggested periodicals include, but are not limited to, *Newsweek*, *Time*, *The Atlantic*, and *Huffington Post*. (L.F.1.2.3-1.2.4, L.F.2.1.1-2.1.2, L.F.2.3.1)
  - g. Discuss and analyze how modern and contemporary poetry depicts the theme of man’s inhumanity to man – suggested poets include, but are not limited to, “The Rear Guard” by Siegfried Sassoon, “Dulce Et Decorum Est” by Wilfred Owen, “The Hunchback in the Park” by Dylan Thomas, and “Punishment” by Seamus Heaney. (L.F.1.3.1-1.3.2, L.F.2.1.1-2.1.2)
2. Synthesize academic and content vocabulary activities.
- a. Direct instruction and practice of vocabulary in context, analysis of roots and prefixes and suffixes, utilization of graphic organizers, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources (L.F.1.2.3-1.2.4, CC1.2.11-12.J)
  - b. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases in informational and literary texts based on close-reading, context, and content. (L.N.1.1.1, L.N.1.3.2, L.N.2.3.3, L.F.1.2.3-1.2.4, L.N.1.3.1-1.3.3)
3. Grammatical Concepts – from ancillary textbook materials. Concepts to be addressed shall include (as observed in Unit 1/Marking Period 1) (CC.1.4.11-12.F, CC.1.5.11-12.G):
- a. Review of basic parts of speech including nouns, pronouns, adjectives, verb, adverbs, preposition, conjunctions, and interjections.
  - b. Review of function of subjects, predicates, and complements.
  - c. Review kinds of phrases and their functions, as well as clauses and their function.
  - d. Review levels of usage, including standard English and nonstandard English.
  - e. Review subject and verb agreement, as well as pronoun and antecedent agreement.

4. Constructed-response prompts and essay writing assignments that require students to draw precise and detailed evidence from literary or informational texts to support analysis, reflection, and research (see Formative Assessments section). (L.F.2.1.1-2.1.2, C.E.2.1.1-2.1.7)

### **Assessments:**

#### **Diagnostic:**

- Teacher Textbook Resources – Unit Diagnostic Tests
- Student participation in informal discussions
- Grammar exercises from supplemental teacher resources and materials
- Various assessments will be provided as needed to assess prior knowledge on issues, content, and literary forms

#### **Formative:**

- Constructed Writing Prompts and/or Essay Writing Assignments – Analytical, informative
  - Written constructed-responses/writing assignments (pick **TWO** of the following prompts):
    - Compare and contrast the narrator’s response to his experiences with man’s inhumanity to man as depicted in *Extremely Loud and Incredibly Close*
    - Identify the role that ignorance plays in excerpts from *Night* and *Survival in Auschwitz*
    - Analyze how the author’s point of view/purpose/background affects the tone of the work of literature
  - Personal Statement/College Essay [**REQUIRED**]
- Student involvement in classroom activities and accurate completion of homework assignments
- Quizzes on poetic elements and literary terms covered in unit
- Vocabulary Enrichment and Assessment – from ancillary textbook materials, supplementary vocabulary texts, reading selections, and/or teacher-prepared common quizzes

#### **Summative:**

- Reading Assessment / Selection Tests
- Unit Common Assessments – Objective and skills-based

**Extensions:**

- Extended practice (via vocabulary text), analysis of roots and prefixes and suffixes {Units 1-5 in *Latin and Greek Roots: A Study of Word Families, Level VI*}, utilization of graphic organizers, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources
- Independent reading of a work of nonfiction related to the time period complete with a theme-based writing activity
- Socratic Seminars
- Presentations

**Correctives:**

- More wide-ranging in-class close-reading time (oral and independent)
- More extensive direct instruction and modeling of close reading, writing, focused discussion, and presentation strategies
- More extensive use of applicable concrete examples to illustrate abstract concepts
- Supplemental readings and questions, as needed
- SAT style review activities, Study Island review activities, USATestprep review activities

**Materials and Resources:****Print Texts:**

- *Latin and Greek Roots: A Study of Word Families, Level V, Units 1-5*
- *Warriner's English Grammar and Composition: Complete Course*
- *Extremely Loud and Incredibly Close* by Jonathan Safran Foer
- *The American Experience Penguin Edition Grade 11-Prentice Hall Literature*
- *World Masterpieces Penguin Edition Grade 10-Prentice Hall Literature*
- *Holt Elements of Literature, British Literature, Sixth Course*

**Non-Print Texts:**

- *Extremely Loud and Incredibly Close* film adaptation (2011- Warner Bros. Pictures)

**Additional Resources:**

- Turnitin.com

## UNIT 2: Man's Acceptance of Fate and Circumstance

### Big Idea # 1:

- **Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.**

### Essential Questions:

- How does interaction with text provoke thinking and response?
- How does productive oral communication rely on speaking and listening?
- How does literature shape or reflect society?

### Concepts:

- Essential content, literary elements and devices inform meaning.
- Textual structure, features, and organization inform meaning.
- Exposure to multiple meanings and archaic vocabulary assists in constructing meaning.
- Active listening facilitates learning and communication.

### Competencies:

- Organize notes and utilize them for purposes of completing assignments and studying for quizzes and tests.
- Identify and evaluate essential content between and among various text types.
- Use and cite evidence from texts to respond to comprehension questions; and make assertions, inferences, generalizations, and to draw conclusions.
- Evaluate the effectiveness of the author's use of literary devices in various genres.
- Analyze and evaluate author's/authors' use of conflict, theme, and/or point of view within and among texts.
- Develop new and unique insights based on extended understanding derived from critical examinations of text(s).
- Analyze the impact of societal and cultural influences in texts.
- Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations; identify and understand multiple meanings of words.
- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and / or reflecting on the speaker's message.

**Big Idea #2:**

- **Writing is a recursive process that conveys ideas, thoughts, and feelings.**

## Essential Questions:

- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?
- How do focus, content, organization, style, and conventions work together to impact writing quality?

## Concepts:

- Effectively and adequately completing graphic organizers; helping eliminate problems with content, focus, and organize; utilizing graphic organizers enhances one's writing.
- Focus, content, organization, style, and conventions work together to impact writing quality.
- Writing improves through the recursive process of revising and editing.
- Informational writing describes, explains and/or summarizes ideas or content in a variety of genre.

## Competencies:

- Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience. (focus)
- Write to create an individual writing style, tone, and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language. (style)
- Use proper conventions to compose in the standard form of the English language. (conventions)
- Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus.
- Use precise vocabulary when developing writing.

**Big Idea #3:**

- **Listening provides the opportunity to learn, reflect, and respond.**

## Essential Questions:

- How does productive oral communication rely on speaking and listening?

## Concepts:

- Active listening facilitates learning and communication.

Competencies:

- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message.
- Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions.
- Listen with civility to the ideas of others.

**Big Idea #4:**

- **Effective speaking and listening are essential for productive communication.**

Essential Questions:

- How does productive oral communication rely on speaking and listening?

Concepts:

- Purpose, context and audience influence the content and delivery in speaking situation.

Competencies:

- Interact effectively in discussions by:
  - maintaining the focus of the discussion by contributing relevant content.
  - selecting and using appropriate language.
  - asking relevant and clarifying questions.
  - monitoring the response of participants and adjusting contributions accordingly
  - employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation.

## Curriculum Plan

### **Unit: 2 – Man’s Acceptance of Fate and Circumstance**

Time Range in Days: 40 – 45 days (one full marking period)

Standard(s): Pennsylvania Core Standards. English Language Arts

Reading Informational Texts: CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.9-10.F, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12, CC 1.2.11-12.L

Reading Literature: CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K

Writing: CC.1.4.11-12A, CC.1.4.11-12.B, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.I, CC.1.4.11-12.L, CC.1.4.11-12.Q, CC.1.4.11-12.S, CC.1.4.11-12.V

Speaking and Listening: CC.1.5.11-12.A, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.5.11-12.E, CC.1.5.11-12.G

**Overview: Man’s Acceptance of Fate and Circumstance:** One of the most confusing and difficult issues mankind struggles with is personal responsibility. One of the most common mistakes mankind makes regarding responsibility is either taking too little or too much responsibility for that which has happened in life. How much responsibility must we accept for our lives? Are we responsible for everything that occurs to us--even choosing our own birth--or do we bear little or no responsibility for a preordained destiny? Literary works in this unit reflect this theme, depicting mankind as passive victims of powers beyond our control, for which we take no personal responsibility, while others tend to take excessive responsibility for people, events, and circumstances that *are* beyond their control.

#### **Focus Question(s):**

- What does classic, modern, and contemporary literature say about man’s ability to accept his fate and circumstance?
- What do these works of classic, modern, and contemporary literature say about accepting one’s fate and circumstance?
- What are the essential elements of classic, modern, and contemporary literature dealing with one’s fate and circumstance?
- What literary devices are employed in classic, modern, and contemporary works of literature to express the theme man’s acceptance of fate and circumstance? What are the effects of these literary devices?

- What is a tragedy? What role does tragedy play in literature?
- How do ambition and procrastination become the impetuses of the tragic hero's downfall?
- What literary devices are employed in tragedies? What are the effects of these literary devices?

**Goals:**

- Students will be able to define a variety of treatments of this theme through multiple genres and text formats.
- Students will be able to identify and explain the function(s) and effect(s) of literary devices in modern and contemporary works of literature.
- Students will be able to clearly and concisely respond in writing to prompts relating to modern and contemporary works of literature.

**Objectives:**

1. Students will use "talking to the text"/text annotation. {DOK-Level 1, Level 2}
2. Students will be able to assess and to analyze the interaction and development of a complex set of ideas and/or a sequence of events over the course of a literary passage or a literary text. {DOK- Level 3, Level 4}
3. Students will be able to assess and analyze the structure of a literary passage, literary text, or poem, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. {DOK-Level 3, Level 4}
4. Students will be able to recognize, to distinguish, and to assess how words and phrases establish meaning and tone in literary texts and poems. {DOK-Level 1, Level 2, Level 3}
5. Students will be able to construct responses and essays with a sharp distinct focus, identifying topic, task, and audience, and be able to draw accurate and detailed evidence from literary texts to support analysis, reflection, and research. {DOK-Level 1, Level 2, Level 3, Level 4}

**Core Activities and Corresponding Instructional Methods:**

1. Closely read and analyze selections from classic but mostly modern and contemporary works of literature (both whole works and partial works):
  - a. Independent reading and re-reading and analysis with reading-for-meaning questions: *Beowulf*. ( L.F.1.3.1-1.3.2, L.F.2.1.1-2.1.2)
  - b. Identify, explain, and analyze heroic conventions in *Beowulf* and explain how Beowulf responds to the obstacles he faces. (L.F.1.3.1-1.3.2, L.F.2.1.1-2.1.2)
  - c. Identify the key literary terms, devices, and concepts: epic and epic

- hero. (L.F.2.3, L.F.2.5)
- d. Independent reading and re-reading and analysis with reading-for-meaning questions: *Grendel* by John Gardner. (L.F.1.3.1-1.3.2, L.F.2.1.1-2.1.2)
  - e. Identify, explain, and analyze characterization in *Grendel* and explain how Grendel responds to his fate and circumstance. (L.F.1.3.1-1.3.2, L.F.2.1.1-2.1.2)
  - f. Identify the key literary terms, devices, and concepts: characterization, narrative, point of view, setting, conflict, tone, and theme. (L.F.2.3)
  - g. Identify the elements of tragedy and the characteristics of the tragic hero in literature in Shakespeare's *Macbeth*. (L.F.2.3, L.F.2.5)
  - h. Explain, discuss, and analyze how works of non-fiction depict the theme of man's acceptance of fate and circumstance– suggested titles include, *Loneliness...An American Malady* by Carson McCullers and *Autism's First Child* by John Donovan and Caren Zucker. (L.F.1.3.1-1.3.2, L.F.2.1.1-2.1.2)
  - i. Read, explain, discuss, and analyze how articles from various periodicals have depicted the theme of man's acceptance of fate and circumstance – suggested periodicals include, but are not limited to, *Newsweek*, *Time*, *The Atlantic*, and *Huffington Post*. (L.F.1.2.3-1.2.4, L.F.2.1.1-2.1.2, L.F.2.3.1)
  - k. Independent reading and re-reading and analysis with reading-for-meaning questions: Meditation 17. (L.F.1.3.1-1.3.2, L.F.2.1.1-2.1.2)
  - l. Independent reading and re-reading and analysis with reading-for-meaning questions: *Tuesdays With Morrie* by Mitch Albom. (L.F.1.3.1-1.3.2, L.F.2.1.1-2.1.2)
  - m. Independent reading and re-reading and analysis with reading-for-meaning questions: *Frankenstein* by Mary Shelley. (L.F.1.3.1-1.3.2, L.F.2.1.1-2.1.2)
  - n. Analyze and explore what American poet Henry Wadsworth Longfellow meant when he said, "Into each life some rain must fall, some days must be dark and dreary."(CC.1.2.11-12.D)
2. Synthesize academic and content vocabulary activities.
    - a. Direct instruction and practice of vocabulary in context, analysis of roots and prefixes and suffixes, utilization of graphic organizers, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources. (L.F.1.2.3-1.2.4, CC1.2.11-12.J)
    - b. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases in informational and literary texts based on close-reading, context, and content. (L.N.1.1.1, L.N.1.3.2, L.N.2.3.3, L.F.1.2.3-1.2.4, L.N.1.3.1-1.3.3)

3. Grammatical Concepts – from ancillary textbook materials. Concepts to be addressed shall include (as observed in Unit 2/Marking Period 2) (CC.1.4.11-12.F, CC.1.5.11-12.G):
  - a. Review of special problems with pronouns including who and whom, possessive case of pronouns, and pronouns ending in- *self* or -*selves*.
  - b. Review of irregular verbs.
  - c. Review troublesome pairs of verbs, including *lie* and *lay*, *sit* and *set*, *rise* and *raise*.
4. Constructed-response prompts and essay writing assignments that require students to draw precise and detailed evidence from literary or informational texts to support analysis, reflection, and research (see Formative Assessments section). (L.F.2.1.1-2.1.2, C.E.2.1.1-2.1.7)

#### **Assessments:**

#### **Diagnostic:**

- Teacher Textbook Resources – Unit Diagnostic Tests
- Student participation in informal discussions
- Grammar exercises from supplemental teacher resources and materials
- Various assessments will be provided as needed to assess prior knowledge on issues, content, and literary forms

#### **Formative:**

- Constructed Writing Prompts and/or Essay Writing Assignments – Analytical, informative
  - Written constructed-responses/writing assignments (pick **TWO** of the following prompts):
    - Compare and contrast Grendel’s response to his experiences with fate and circumstance as depicted in *Grendel* and how he comes to accept his fate and circumstance in life
    - Compare and contrast the characteristics of an epic hero as applicable to Beowulf
    - Analyze the ways in which Grendel is a "modern" monster
    - Identify the characteristics of classical tragedy in *Macbeth*

- Analyze how Morrie, in *Tuesdays With Morrie*, continually emphasizes the importance of accepting our imminent death. What does Morrie mean by, "Once you learn how to die, you learn how to live"? Using details from the book, students will support their position
- Student involvement in classroom activities and accurate completion of homework assignments
- Quizzes on literary terms covered in unit
- Vocabulary Enrichment and Assessment – from ancillary textbook materials, supplementary vocabulary texts, reading selections, and/or teacher-prepared common quizzes

**Summative:**

- Reading Assessment / Selection Tests
- Unit Common Assessments – Objective and skills-based

**Extensions:**

- Extended practice (via vocabulary text), analysis of roots and prefixes and suffixes {Units 6-10 in *Latin and Greek Roots: A Study of Word Families, Level VI*}, utilization of graphic organizers, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources
- Independent reading of a work of nonfiction related to the time period complete with a theme-based writing activity
- Socratic Seminars
- Presentations

**Correctives:**

- More wide-ranging in-class close-reading time (oral and independent)
- More extensive direct instruction and modeling of close reading, writing, focused discussion, and presentation strategies
- More extensive use of applicable concrete examples to illustrate abstract concepts
- Supplemental readings and questions, as needed
- SAT style review activities, Study Island review activities, USATestprep review activities

## **Materials and Resources:**

### **Print Texts:**

- *Latin and Greek Roots: A Study of Word Families, Level V, Units 6-10*
- *Warriner's English Grammar and Composition: Complete Course*
- *Grendel* by John Gardner
- *The American Experience Penguin Edition Grade 11-Prentice Hall Literature*
- *Holt Elements of Literature, British Literature, Sixth Course*
- Perfection Learning *A Parallel Text Edition: British Literature Edition 449-1798*
- Saddleback Edition of *Macbeth*
- Saddleback Edition of *Frankenstein*
- *Tuesdays With Morrie* by Mitch Albom

### **Non-Print Texts:**

- *Macbeth* film adaptation (2015- Studio Canal {UK})
- *Tuesdays With Morrie* TV film adaptation (1999- Harpo Productions/ABC)
- *Mary Shelley's Frankenstein* film adaptation (1994-TriStar Pictures)

### **Additional Resources:**

- Turnitin.com

## UNIT 3: Conflict, Renewal, and Voices of Change

### Big Idea # 1:

- **Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.**

### Essential Questions:

- How does interaction with text provoke thinking and response?
- How does productive oral communication rely on speaking and listening?
- How does literature shape or reflect society?

### Concepts:

- Essential content, literary elements and devices inform meaning.
- Textual structure, features, and organization inform meaning.
- Exposure to multiple meanings and archaic vocabulary assists in constructing meaning.
- Active listening facilitates learning and communication.

### Competencies:

- Organize notes and utilize them for purposes of completing assignments and studying for quizzes and tests.
- Identify and evaluate essential content between and among various text types.
- Use and cite evidence from texts to respond to comprehension questions; and make assertions, inferences, generalizations, and to draw conclusions.
- Evaluate the effectiveness of the author's use of literary devices in various genres.
- Analyze and evaluate author's/authors' use of conflict, theme, and/or point of view within and among texts.
- Develop new and unique insights based on extended understanding derived from critical examinations of text(s).
- Analyze the impact of societal and cultural influences in texts.
- Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations; identify and understand multiple meanings of words.
- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and / or reflecting on the speaker's message.

### Big Idea #2:

- **Writing is a recursive process that conveys ideas, thoughts, and feelings.**

Essential Questions:

- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?
- How do focus, content, organization, style, and conventions work together to impact writing quality?

Concepts:

- Effectively and adequately completing graphic organizers helping eliminate problems with content, focus, and organize; utilizing graphic organizers enhances one's writing.
- Focus, content, organization, style, and conventions work together to impact writing quality.
- Writing improves through the recursive process of revising and editing.
- Informational writing describes, explains and/or summarizes ideas or content in a variety of genre.

Competencies:

- Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience. (focus)
- Write to create an individual writing style, tone, and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language. (style)
- Use proper conventions to compose in the standard form of the English language. (conventions)
- Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus.
- Use precise vocabulary when developing writing.

**Big Idea #3:**

- **Listening provides the opportunity to learn, reflect, and respond.**

Essential Questions:

- How does productive oral communication rely on speaking and listening?

Concepts:

- Active listening facilitates learning and communication.

Competencies:

- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message.
- Evaluate and respond to the speaker's message by analyzing and synthesizing

information, ideas, and opinions.

- Listen with civility to the ideas of others.

**Big Idea #4:**

- **Effective speaking and listening are essential for productive communication.**

Essential Questions:

- How does productive oral communication rely on speaking and listening?

Concepts:

- Purpose, context and audience influence the content and delivery in speaking situation.

Competencies:

- Interact effectively in discussions by:
  - maintaining the focus of the discussion by contributing relevant content.
  - selecting and using appropriate language.
  - asking relevant and clarifying questions.
  - monitoring the response of participants and adjusting contributions accordingly.
  - employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation.

# Curriculum Plan

## **Unit: 3 – Conflict, Renewal, and Voices of Change**

Time Range in Days: 40 – 45 days (one full marking period)

Standard(s): Pennsylvania Core Standards. English Language Arts

Reading Informational Texts: CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.9-10.F, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12, CC 1.2.11-12.L

Reading Literature: CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K

Writing: CC.1.4.11-12A, CC.1.4.11-12.B, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.I, CC.1.4.11-12.L, CC.1.4.11-12.Q, CC.1.4.11-12.S, CC.1.4.11-12.V

Speaking and Listening: CC.1.5.11-12.A, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.5.11-12.E, CC.1.5.11-12.G

**Overview: Conflict, Renewal, and Voices of Change:** Conflict is a normal part of life, providing numerous opportunities for growth through improved understanding and insight. Conflict triggers strong emotions and can lead to hurt feelings, disappointment, and discomfort. Literary works in this unit reflect this theme, depicting mankind as not only the progenitor of great instances of conflict, but also the powerful voice of change, one that has the capacity to renew our faith in humanity.

### **Focus Question(s):**

- What does modern and contemporary literature say about man’s ability to deal with conflict, renew his faith in humanity, and be a voice of change in tumultuous times?
- What are the essential elements of modern and contemporary literature dealing with man’s ability to deal with conflict, renew his faith in humanity, and be a voice of change in tumultuous times?
- What literary devices are employed in modern and contemporary works of literature to express the theme of conflict, renewal, and change? What are the effects of these literary devices?

**Goals:**

- Students will be able to define a variety of treatments of this theme through multiple genres and text formats.
- Students will be able to identify and explain the function(s) and effect(s) of literary devices in modern and contemporary works of literature.
- Students will be able clearly and concisely respond in writing to prompts relating to modern and contemporary works of literature.

**Objectives:**

1. Students will use “talking to the text”/text annotation. {DOK-Level 1, Level 2}
2. Students will be able to assess and to analyze the interaction and development of a complex set of ideas and/or a sequence of events over the course of a literary passage or a literary text. {DOK- Level 3, Level 4}
3. Students will be able to assess and analyze the structure of a literary passage, literary text, or poem, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. {DOK-Level 3, Level 4}
4. Students will be able to recognize, to distinguish, and to assess how words and phrases establish meaning and tone in literary texts and poems. {DOK-Level 1, Level 2, Level 3}
5. Students will be able to construct responses and essays with a sharp distinct focus, identifying topic, task, and audience, and be able to draw accurate and detailed evidence from literary texts to support analysis, reflection, and research. {DOK-Level 1, Level 2, Level 3, Level 4}
6. Students will recognize and synthesize information from a variety of sources, electronic and print in preparation for the MLA research process. {DOK-Level 1, Level 4}
7. Students will arrange, categorize, and synthesize information, and revise the skills necessary to carry out these tasks regarding the MLA research process. {DOK-Level 1, Level 2, Level 3, Level 4}
8. Students will recognize how to successfully satisfy all requirements of the MLA research assignment. {DOK-Level 1}
9. Students will recognize the importance of note-taking, annotating, highlighting, drafting, and editing. {DOK-Level 1}

**Core Activities and Corresponding Instructional Methods:**

1. Closely read and analyze selections from classic but mostly modern and contemporary works of literature (both whole works and partial works):

- a. Independent reading and re-reading and analysis with reading-for-meaning questions: *Animal Farm* by George Orwell. (L.F.1.3.1-1.3.2, L.F.2.1.1-2.1.2)
  - b. Identify, explain, and analyze how, in *Animal Farm*, the conflicts depicted by George Orwell are expressions of the tensions between the exploited and those doing the exploiting and between the ideals and realities.
  - c. Analyze and explore what American civil rights activist Martin Luther King Jr. meant when he said, “We must accept finite disappointment, but we must never lose infinite hope.”
  - d. Explain, discuss, and analyze how excerpts from works of non-fiction depict the theme of conflict, renewal, and voices of change – suggested titles include, *from Letter from Birmingham City Jail* and *I Have a Dream* by Martin Luther King, Jr., *Blood, Sweat, and Tears* by Winston Churchill, and *Worldwide Access To Education* by Malala Yousafzai. (L.F.1.3.1-1.3.2, L.F.2.1.1-2.1.2)
  - e. Identify key literary terms, devices, and concepts: narrative, tone, theme, setting, conflict, rhetorical questions, parallelism, repetition, figurative language, persuasion, satire, style, tone, meaning, and purpose
  - f. Read, explain, discuss, and analyze how articles from various periodicals have depicted the theme of man’s inhumanity to man – suggested periodicals include, but are not limited to, *Newsweek*, *Time*, *The Atlantic*, and *Huffington Post*. (L.F.1.2.3-1.2.4, L.F.2.1.1-2.1.2, L.F.2.3.1)
2. Synthesize academic and content vocabulary activities.
    - a. Direct instruction and practice of vocabulary in context, analysis of roots and prefixes and suffixes, utilization of graphic organizers, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources (L.F.1.2.3-1.2.4, CC1.2.11-12.J)
    - b. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases in informational and literary texts based on close-reading, context, and content. (L.N.1.1.1, L.N.1.3.2, L.N.2.3.3, L.F.1.2.3-1.2.4, L.N.1.3.1-1.3.3)
  3. Grammatical Concepts Grammatical Concepts and MLA formatting – from ancillary textbook materials. Concepts to be addressed shall include (as observed in Unit 3/Marking Period 3) (CC.1.4.11-2.F, CC.1.5.11-12.G):
    - a. Review grammatical concepts through the writing and editing process
    - b. Discuss general format and requirements-MLA style; review MLA format (*MLA Handbook, 8<sup>th</sup> Edition*).
    - c. Review correct research techniques, including aspects of the working bibliography, the preliminary outline, the final outline,

- the first draft, and the final draft.
- d. Using a variety of resources and reference materials, students will compile a preliminary bibliography
  - e. Compose a thesis statement
  - f. Outline topic and take notes, keeping track of references for footnote purposes
  - g. Review correct research techniques, including proper use of in-text citations
  - h. Write the draft, with footnotes/in-text citations/parenthetical notations (include a full Works Cited page that matches the parenthetical notations in the paper)
  - i. Type the draft-word processing on the computer
  - j. Proofread, edit, and revise; create a final draft
4. Constructed-response prompts and essay writing assignments that require students to draw precise and detailed evidence from literary or informational texts to support analysis, reflection, and research (see Formative Assessments section). (L.F.2.1.1-2.1.2, C.E.2.1.1-2.1.7)

### **Assessments:**

#### **Diagnostic:**

- Teacher Textbook Resources – Unit Diagnostic Tests
- Student participation in informal discussions
- Grammar exercises from supplemental teacher resources and materials
- Various assessments will be provided as needed to assess prior knowledge on issues, content, and literary forms

#### **Formative:**

- Constructed Writing Prompts and/or Essay Writing Assignments – Analytical, informative
  - Written constructed-responses/writing assignments (pick **TWO** of the following prompts):
    - Compare and contrast the techniques used by Napoleon and Snowball as they use in struggle for power
    - Analyze the most noble character in *Animal Farm*, using specific text examples
    - Identify what is Martin Luther King, Jr.'s dream, and according to Dr. King how could it become a reality?

- Analyze how does the repetition of “victory” added impact to Churchill’s speech and whether there are other places in the speech where a specific word choice seems especially important?
- MLA formatted research paper – steps (including but not limited to outline, rough draft, etc.) **[This paper is REQUIRED for Graduation and Course Completion. Note: Plagiarism will result in a zero and the paper will not satisfy the course or graduation requirement.]**
- Student involvement in classroom activities and accurate completion of homework assignments
- Quizzes on literary terms covered in unit
- Vocabulary Enrichment and Assessment – from ancillary textbook materials, supplementary vocabulary texts, reading selections, and/or teacher-prepared common quizzes

#### **Summative:**

- Reading Assessment / Selection Tests
- Unit Common Assessments – Objective and skills-based
- MLA formatted research paper (must include in-text citations and a matching Works Cited page – final paper (turnitin.com submission is required for credit)
  - Common expectations, including page requirements, source and parenthetical notation requirements, topic, etc. as well as a commonly agreed upon rubric will be utilized for all students in Concepts of English 12.

**[This paper is REQUIRED for Graduation and Course Completion. Note: Plagiarism will result in a zero and the paper will not satisfy the course or graduation requirement.]**

#### **Extensions:**

- Extended practice (via vocabulary text), analysis of roots and prefixes and suffixes {Units 11-13 in *Latin and Greek Roots: A Study of Word Families, Level VI*}, utilization of graphic organizers, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources
- Independent reading of a work of nonfiction related to the time period complete with a theme-based writing activity
- Socratic Seminars
- Presentations

**Correctives:**

- More wide-ranging in-class close-reading time (oral and independent)
- More extensive direct instruction and modeling of close reading, writing, focused discussion, and presentation strategies
- More extensive use of applicable concrete examples to illustrate abstract concepts
- Supplemental readings and questions, as needed
- SAT style review activities, Study Island review activities, USATestprep review activities

**Materials and Resources:****Print Texts:**

- *Latin and Greek Roots: A Study of Word Families, Level V, Units 11-13*
- *Animal Farm* by George Orwell
- *The American Experience Penguin Edition Grade 11-Prentice Hall Literature*
- *World Masterpieces Penguin Edition Grade 10-Prentice Hall Literature*
- *MLA Handbook, 8<sup>th</sup> Edition*
- *Holt Elements of Literature, British Literature, Sixth Course*

**Non-Print Texts:**

- *Animal Farm* film adaptation (1999-Hallmark Films)

**Additional Resources:**

- Turnitin.com

## UNIT 4: Coming of Age in the 20<sup>th</sup> and 21<sup>st</sup> Centuries

### Big Idea # 1:

- **Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.**

### Essential Questions:

- How does interaction with text provoke thinking and response?
- How does productive oral communication rely on speaking and listening?
- How does literature shape or reflect society?

### Concepts:

- Essential content, literary elements and devices inform meaning.
- Textual structure, features, and organization inform meaning.
- Exposure to multiple meanings and archaic vocabulary assists in constructing meaning.
- Active listening facilitates learning and communication.

### Competencies:

- Organize notes and utilize them for purposes of completing assignments and studying for quizzes and tests.
- Identify and evaluate essential content between and among various text types.
- Use and cite evidence from texts to respond to comprehension questions; and make assertions, inferences, generalizations, and to draw conclusions.
- Evaluate the effectiveness of the author's use of literary devices in various genres.
- Analyze and evaluate author's/authors' use of conflict, theme, and/or point of view within and among texts.
- Develop new and unique insights based on extended understanding derived from critical examinations of text(s).
- Analyze the impact of societal and cultural influences in texts.
- Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations; identify and understand multiple meanings of words.
- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and / or reflecting on the speaker's message.

**Big Idea #2:**

- **Writing is a recursive process that conveys ideas, thoughts, and feelings.**

## Essential Questions:

- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?
- How do focus, content, organization, style, and conventions work together to impact writing quality?

## Concepts:

- Effectively and adequately completing graphic organizers; helping eliminate problems with content, focus, and organize; utilizing graphic organizers enhances one's writing.
- Focus, content, organization, style, and conventions work together to impact writing quality.
- Writing improves through the recursive process of revising and editing.
- Informational writing describes, explains and/or summarizes ideas or content in a variety of genre.

## Competencies:

- Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience. (focus)
- Write to create an individual writing style, tone, and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language. (style)
- Use proper conventions to compose in the standard form of the English language. (conventions)
- Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus.
- Use precise vocabulary when developing writing.

**Big Idea #3:**

- **Listening provides the opportunity to learn, reflect, and respond.**

## Essential Questions:

- How does productive oral communication rely on speaking and listening?

## Concepts:

- Active listening facilitates learning and communication.

Competencies:

- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message.
- Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions.
- Listen with civility to the ideas of others.

**Big Idea #4:**

- **Effective speaking and listening are essential for productive communication.**

Essential Questions:

- How does productive oral communication rely on speaking and listening?

Concepts:

- Purpose, context and audience influence the content and delivery in speaking situation.

Competencies:

- Interact effectively in discussions by:
  - maintaining the focus of the discussion by contributing relevant content.
  - selecting and using appropriate language.
  - asking relevant and clarifying questions.
  - monitoring the response of participants and adjusting contributions accordingly.
- employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation.

# Curriculum Plan

## **Unit: 4 – Coming of Age in the 20<sup>th</sup> and 21<sup>st</sup> Centuries**

Time Range in Days: 40 – 45 days (one full marking period)

Standard(s): Pennsylvania Core Standards. English Language Arts

Reading Informational Texts: CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.9-10.F, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12, CC 1.2.11-12.L

Reading Literature: CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K

Writing: CC.1.4.11-12A, CC.1.4.11-12.B, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.I, CC.1.4.11-12.L, CC.1.4.11-12.Q, CC.1.4.11-12.S, CC.1.4.11-12.V

Speaking and Listening: CC.1.5.11-12.A, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.5.11-12.E, CC.1.5.11-12.G

**Overview: Coming of Age in the 20<sup>th</sup> and 21<sup>st</sup> Centuries:** The period between adolescence and young adulthood represents a distinct developmental stage described as emerging adulthood. Literary works in this unit reflect this theme, depicting a new generation of global citizens that provides a distinctively American sense of hope.

### **Focus Question(s):**

- What does modern and contemporary literature in the 20<sup>th</sup> and 21<sup>st</sup> centuries say about one's coming of age?
- What do these works of modern and contemporary literature say about overcoming obstacles and dealing with reality as one comes of age and matures?
- What are the essential elements of modern and contemporary literature dealing with one's coming of age?
- What literary devices are employed in modern and contemporary works of literature to express the theme of one's coming of age? What are the effects of these literary devices?

**Goals:**

- Students will be able to define a variety of treatments of this theme through multiple genres and text formats.
- Students will be able to identify and explain the function(s) and effect(s) of literary devices in modern and contemporary works of literature.
- Students will be able clearly and concisely respond in writing to prompts relating to modern and contemporary works of literature.

**Objectives:**

1. Students will use “talking to the text”/text annotation. {DOK-Level 1, Level 2}
2. Students will be able to assess and to analyze the interaction and development of a complex set of ideas and/or a sequence of events over the course of a literary passage or a literary text. {DOK- Level 3, Level 4}
3. Students will be able to assess and analyze the structure of a literary passage, literary text, or poem, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. {DOK-Level 3, Level 4}
4. Students will be able to recognize, to distinguish, and to assess how words and phrases establish meaning and tone in literary texts and poems. {DOK-Level 1, Level 2, Level 3}
5. Students will be able to construct responses and essays with a sharp distinct focus, identifying topic, task, and audience, and be able to draw accurate and detailed evidence from literary texts to support analysis, reflection, and research. {DOK-Level 1, Level 2, Level 3, Level 4}

**Core Activities and Corresponding Instructional Methods:**

1. Closely read and analyze selections from classic but mostly modern and contemporary works of literature (both whole works and partial works):
  - a. Independent reading and re-reading and analysis with reading-for-meaning questions: *Friday Night Lights: A Town, a Team, and a Dream* by H.G. Bissenger. (L.F.1.3.1-1.3.2, L.F.2.1.1-2.1.2)
  - b. Identify, explain, and analyze how, in *Friday Night Lights: A Town, a Team, and a Dream*, the author recounts the story of a small town and the high school football team that defines it, not only offering a rare glimpse into small-town America, but also having his narrative serve as a character study of some of the players and coaches and obstacles to overcome. (L.F.1.31.1-1.3.2, L.F.2.1.1-2.1.2, L.F.2.2.2-2.2.4, L.F.2.3.1)
  - c. Independent reading and re-reading and analysis with reading-for-meaning questions: *The Road* by Cormac McCarthy. (L.F.1.3.1-1.3.2, L.F.2.1.1-2.1.2)

- d. Explain, discuss, and analyze how excerpts from works of non-fiction depict the theme of coming of age in the 20<sup>th</sup> and 21<sup>st</sup> centuries – suggested titles include, but are not limited to, *Letting Go of My Father* by Jonathan Rauch, *How to Dump a Friend* by Lucinda Rosenfeld, *Neat People vs. Sloppy People* by Suzanne Britt, “*I Just Wanna Be Average*” by Mike Rose, *The Sanctuary School* by Lynda Barry, *Are You Somebody?* by Nuala O’Faolain, and *Joyas Voladoras* by Brian Doyle. (L.F.1.3.1-1.3.2, L.F.2.1.1-2.1.2)
  - e. Identify key literary terms, devices, and concepts: narrative, tone, theme, setting, conflict. (L.F.2.3)
  - f. Read, explain, discuss, and analyze how articles from various periodicals have depicted the theme of coming of age in the 20<sup>th</sup> and 21<sup>st</sup> centuries – suggested periodicals include, but are not limited to, *Newsweek*, *Time*, *The Atlantic*, and *Huffington Post*. (L.F.1.2.3-1.2.4, L.F.2.1.1-2.1.2, L.F.2.3.1)
  - g. Analyze and explore what American author Tobias Wolff meant when he said, “Real maturity is the ability to imagine the humanity of every person as fully as you believe in your own humanity.” (L.F.1.3.1-1.3.2, L.F.2.1.1-2.1.2)
2. Synthesize academic and content vocabulary activities.
- a. Direct instruction and practice of vocabulary in context), analysis of roots and prefixes and suffixes, utilization of graphic organizers, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources (L.F.1.2.3-1.2.4, CC1.2.11-12.J)
  - b. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases in informational and literary texts based on close-reading, context, and content. (L.N.1.1.1, L.N.1.3.2, L.N.2.3.3, L.F.1.2.3-1.2.4, L.N.1.3.1-1.3.3)
3. Grammatical Concepts – from ancillary textbook materials. Concepts to be addressed shall include (as observed in Unit 4/Marking Period 4) (CC.1.4.11-2.F, CC.1.5.11-12.G)::
- a. Review correct use of modifiers, including *bad* and *badly*, *well* and *good*, *slow* and *slowly*.
  - b. Review comparative and superlative forms of adjectives and adverbs, including irregular comparisons.
  - c. Review glossary of acceptable levels of usage regarding standard English and nonstandard English.

4. Constructed-response prompts and essay writing assignments that require students to draw precise and detailed evidence from literary or informational texts to support analysis, reflection, and research (see Formative Assessments section). (L.F.2.1.1-2.1.2, C.E.2.1.1-2.1.7)

### **Assessments:**

#### **Diagnostic:**

- Teacher Textbook Resources – Unit Diagnostic Tests
- Student participation in informal discussions
- Grammar exercises from supplemental teacher resources and materials
- Various assessments will be provided as needed to assess prior knowledge on issues, content, and literary forms

#### **Formative:**

- Constructed Writing Prompts and/or Essay Writing Assignments – Analytical, informative
  - Written constructed-responses/writing assignments (pick **TWO** of the following prompts):
    - In *The Road*, how do the protagonists distinguish the "good guys" from the "bad guys"? Are the protagonists indeed the "good guys"?
    - Analyze why so many fans are emotionally dependent on the success of a boys high school football team as depicted in *Friday Night Lights: A Town, a Team, and a Dream*
    - Analyze how the man demonstrates his love for his son in *The Road*
- Student involvement in classroom activities and accurate completion of homework assignments
- Quizzes on literary terms covered in unit
- Vocabulary Enrichment and Assessment – from ancillary textbook materials, supplementary vocabulary texts, reading selections, and/or teacher-prepared common quizzes

#### **Summative:**

- Reading Assessment / Selection Tests
- Unit Common Assessments – Objective and skills-based
- Course Common Assessment/Final Exam

**Extensions:**

- Extended practice (via vocabulary text), analysis of roots and prefixes and suffixes {Units 14-15 in *Latin and Greek Roots: A Study of Word Families, Level VI*}, utilization of graphic organizers, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources
- Independent reading of a work of nonfiction related to the time period complete with a theme-based writing activity
- Socratic Seminars
- Presentations

**Correctives:**

- More wide-ranging in-class close-reading time (oral and independent)
- More extensive direct instruction and modeling of close reading, writing, focused discussion, and presentation strategies
- More extensive use of applicable concrete examples to illustrate abstract concepts
- Supplemental readings and questions, as needed
- SAT style review activities, Study Island review activities, USATestprep review activities

**Materials and Resources:****Print Texts:**

- *Latin and Greek Roots: A Study of Word Families, Level V, Units 14-15*
- *Warriner's English Grammar and Composition: Complete Course*
- *Friday Night Lights: A Town, a Team, and a Dream* by H.G. Bissenger
- *Friday Night Lights* film adaptation (2004- Universal Pictures)
- *The Road* by Cormac McCarthy
- *The American Experience Penguin Edition Grade 11-Prentice Hall Literature*
- *Holt Elements of Literature, British Literature, Sixth Course*

**Non-Print Texts:**

- *Friday Night Lights* film adaptation (2004- Universal Pictures)

**Additional Resources:**

- Turnitin.com

## **Primary Textbook(s) Used for this Course of Instruction**

Name of Textbook: *Holt Elements of Literature, British Literature, Sixth Course*

Textbook ISBN #: 978-0030683794

Textbook Publisher & Year of Publication: Rinehart & Winston Holt

Curriculum Textbook is utilized in (title of course): English 12

## **Primary Textbook(s) Used for this Course of Instruction**

Name of Textbook: *The American Experience Penguin Edition Grade 11-Prentice Hall Literature*

Textbook ISBN #: 978-0131317192

Textbook Publisher &Year of Publication: Prentice Hall, 2007

Curriculum Textbook is utilized in (title of course): English 12

## **Primary Textbook(s) Used for this Course of Instruction**

Name of Textbook: *World Masterpieces Penguin Edition Grade 10-Prentice Hall Literature*

Textbook ISBN #: 978-0131317376

Textbook Publisher &Year of Publication: Prentice Hall, 2005

Curriculum Textbook is utilized in (title of course): English 12

## APPENDIX

View the standards at [www.pdesas.org/standard](http://www.pdesas.org/standard)