

Secaucus
Board of
Education

English 11 British Literature
Course Codes: 1310, 1320, 1330, 6153
English Language Arts Literacy



Born on October 23, 1564

Aligned to the NJSLS-ELA adopted 2016

Aligned to the Technology and 21st Century Life and Careers Standards adopted 2014

Adopted by the Secaucus Board of Education on December 22, 2016

District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

Course Description

The literature program in the second year emphasizes the development of American literature from its earliest days to the present. Therefore, students will be required to read several significant, full-length works by American authors, and analyze the foundational and legal documents that helped establish our country. This course unfolds chronologically so students can see how our literary heritage has been marked by distinct literary movements. Students will explore how works from a given period reflect historical and social events and conditions.

This course will provide students with a comprehensive overview of classic and contemporary literature selections. Literary concepts and active reading strategies are reinforced with various novels, plays, stories, poems and theme-related readings. Students will be given opportunities to delve more deeply into literature searching for complex themes and relationships and to support their assertions with textual references. This course requires students to understand, and apply in written and oral discussions, the academic language of the discipline. *The Language of Literature* text used in this course takes a step-by-step approach to the writing process that helps teach students how to think critically about what they read, incorporate important grammar and vocabulary skills.

Over the course of the year...

- Students will immerse themselves in reading and responding to text of increasing complexity and length as outlined by the New Jersey Student Learning Standards.
- Students will explore, in depth, the elements of fiction and analyze their effects as illustrated in specific literary selections.
- Students will focus on the elements of specific literary genres and apply this knowledge of form to the selected pieces.
- Students will master vocabulary from specific literary selections.
- Students will practice researching and writing comparatives essays focusing on fictional characters from different novels and media, and different authors' treatments of specific themes.

- Students will practice various modes of writing and hone their revision skills in order to create compositions that maximize the clearest written communication of thought.
- Students will become familiar with narrative, argumentative, expository, informative and poetic writing.
- Students will be explore interdisciplinary connections, combining together reading and writing with art, music, history and science.
- Students will also have opportunities to present to their peers, participate in debates, engage in Socratic seminars and conduct research.
- Students will develop the necessary reading, writing, listening, speaking and language skills necessary to ensure that they will be successful on state assessments, in college, and in their future careers.

Interdisciplinary Connections

- ✓ World War I
- ✓ Economics
- ✓ The Cold War
- ✓ Ancient English history
- ✓ Anglo Saxon Tribes
- ✓ The Industrial Revolution
- ✓ Child labor and rights during the 19th Century British society
- ✓ Rise of science and the consequent fall of religion
- ✓ Rise of feminism
- ✓ Women in the workforce
- ✓ 19th Amendment

- ✓ The Renaissance History
- ✓ House of Tudor and the House of Stuart
- ✓ Break with Rome and the creation of the Church of England.
- ✓ Medieval History

Course Modifications (ELLs, Special Education, Gifted and Talented)

The teacher will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

Unit:	Experiences from the Universal Fall of Reason: World War I Poetry			
Timing:	Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.			
Standards:	New Jersey Student Learning Standards			
	Reading		Writing	Speaking/Listening
	NJSLS RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 RL.11-12.10	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.8 RI.11-12.9	NJSLS W.11-12.1A,B,C,D,E W.11.-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8, W.11-12.9A,B W.11-12.10	NJSLS SL.11-12.1.A,B,CD SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6
	Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2	
	Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11	
Essential Questions:	Objectives:		Activities, Investigation, and Student Experiences:	
<ul style="list-style-type: none"> How do works from a given period reflect the historical and 	Students will be able to: <ul style="list-style-type: none"> ❖ Understand and appreciate poetic language. ❖ Understand the difference between lyric and narrative poetry. 		Teach students about the history of WWI particularly England's participation in it. Provide background of the lives of several writers during this period.	

<p>social events/conditions/beliefs of said period?</p> <ul style="list-style-type: none"> ● What purpose does poetry serve in modern society? ● How does poetic language capture a particular moment/event? ● What are the opposing viewpoints of war? 	<ul style="list-style-type: none"> ❖ Identify and examine themes in WWI poetry. ❖ Understand that two opposing views of war are the realistic and the idealistic. ❖ Appreciate that poetry is a powerful use of language. ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialogue and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning 	<p>Respond to key study-guide questions for each work.</p> <p>Teach students to read closely and annotate each war poem.</p> <p>Discuss each poem in terms of such poetic techniques as speaker, rhyme, imagery, figurative language, etc.</p> <p>Teach students to compose a literary analytical paragraph in which theme and poetic technique are explored.</p> <p>Teach vocabulary by using words from the poems.</p> <p>View and respond to the film <i>Gallipoli</i>, which captures the themes found in many of the WWI poems.</p> <p style="text-align: center;"><u>Sample Assignment:</u></p> <p>Prior to this unit on WWI poetry, have students write in their journals about any and all aspects of war. Then have them share their responses in class. Then, have them research a war poem written about a war experience other than that from WWI and bring it into class to share. After reading several of these poems, ask students if these poems, although written in different periods, share similar characteristics in, say, theme, speaker, imagery, tone, etc. Also, discuss</p>
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	<ul style="list-style-type: none"> ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author’s overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text ❖ Write a concluding paragraph or section that supports the information presented ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques 	<p>characteristics that may make these poems distinct from one another. The purpose of this lesson is to reinforce the universality and timelessness of war and its impact on people.</p>
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	<ul style="list-style-type: none">❖ Use technology proficiently for production, publication, and collaboration❖ Use various technological platforms to create and evaluate shared writing products❖ Conduct short and more sustained research projects❖ Synthesize and summarize information❖ Assess whether information from reliable and authoritative sources is relevant❖ Paraphrase correctly❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences❖ Prepare for discussions and read and research materials beforehand❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity❖ Engage as an active listener and participant❖ Use text/source to show fallibility in speaker's reasoning❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose❖ Know and use Standard English spelling and grammar conventions❖ Trace the etymology of words❖ Use context clues to derive word meaning (connotation, denotation, word function and position)	
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	❖ Interpret and analyze the use of figurative language within a text	
Assessments:	Materials:	Resources:
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>The Language of Literature</p> <p>WWI Poetry</p> <p>Think and discuss questions</p> <p>Background notes/information</p> <p>Selections from <i>Testament of Youth</i> by Vera Brittain</p> <p>A version of the <i>Gallipoli</i> film</p> <p>Poems written during WWI such as:</p> <ul style="list-style-type: none"> • “The Soldier” by Rupert Brooke • “When You See Millions of the Mouthless Dead” by Charles Hamilton Sorley

		<ul style="list-style-type: none">• “Dulce et Decorum Est” and “Disabled” by Wilfred Owen• “Suicide in the Trenches,” “Does it Matter,” “Dreamers,” and “Base Details” by Siegfried Sassoon• “The Man He Killed” by Thomas Hardy
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Unit:	The Dark Side of Human Nature: <i>Lord of the Flies</i>			
Timing:	Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications			
Standards:	New Jersey Student Learning Standards			
	Reading		Writing	Speaking/Listening
	NJSLS RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 RL.11-12.10	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.8 RI.11-12.9	NJSLS W.11-12.1A,B,C,D,E W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8, W.11-12.9A,B W.11-12.10	NJSLS SL.11-12.1.A,B,CD SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6
	Language			
	L.11-12.1.A,B L.11-12.2.A,B,C L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6			
Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2		
Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
Essential Questions:	Objectives:		Activities, Investigation, and Student Experiences:	
<ul style="list-style-type: none"> What makes an individual powerful? 	Students will be able to: <ul style="list-style-type: none"> Identify and examine themes in a mid-twentieth century novel. 		Provide background information on mid-twentieth century history and on William Golding's life and work.	

<ul style="list-style-type: none"> ● How does individual power change in relationships with others? • ● Are laws necessary? • How do fear and desire for acceptance influence human behavior? ● How do works from a given period reflect historical and social events and conditions? ● What is a dystopian novel and what aspects of our society does it reflect? ● What consequences do we face when we don't take responsibility for our actions? 	<ul style="list-style-type: none"> ❖ Analyze and appreciate Golding's use of specific elements of fiction as a dynamic of style and storytelling. ❖ Understand that when we don't take responsibility for our actions, we impact others, possibly on a global level as well. ❖ Recognize how even the most decent and unassuming person can get caught up in "mob" mentality/behavior. ❖ Analyze how a microcosmic setting reflects the behavior/situations that occur in a macrocosmic setting. ❖ Examine how the relationship between nature and nurture is complex and remains the focus of debate as research shows both to be important in determining various aspects of human behavior. ❖ Recognize that superstition is a compelling aspect of the human condition. ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization 	<p>Teach students the history and elements of the dystopian novel.</p> <p>Read closely, as a class and on an individual basis, each chapter of <i>Lord of the Flies</i>.</p> <p>Respond to and discuss answers to study-guide questions on each chapter of this novel.</p> <p>Teach vocabulary in context of this novel.</p> <p>Discuss Golding's use of fictional techniques like setting and symbolism as each underscores character development and specific themes.</p> <p>View a film version of <i>Lord of the Flies</i> and analyze/discuss key scenes that either complement or deviate from those of the novel.</p> <p style="text-align: center;"><u>Sample Assignment:</u></p> <p>Since this novel is about a group of British schoolboys stranded on a tropical island with no adult supervision, provide students with a similar scenario in which <i>they</i> are the stranded students. Divide the class up into groups of 4-5, and have them collectively answer a series of questions [i.e. Who, of all the students in this class, would you select as leader and why? How would you maintain order on the island? etc.] Have one student in the group record their responses. After 15 minutes or so, have the individual groups share their responses.</p>
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<ul style="list-style-type: none"> ● To what extent do good and evil emerge in the human psyche? ● How does a society maintain order in the face of chaos? ● What is the relationship between nature and nurture, and how does each manifest itself in human behavior? 	<ul style="list-style-type: none"> ❖ Evaluate multiple/conflicting character motivations through analysis of character dialogue and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author’s overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text 	<p>This assignment not only reinforces specific themes throughout this novel, but it also calls students’ attention to decisions based on values, experience, necessity, etc. in a survival situation. As they read this novel, they can revisit their own responses to these specific questions and parallel or contrast them to similar situations in <i>Lord of the Flies</i>.</p> <p style="text-align: center;"><u>Sample Assignment</u> <u>Code of Conduct</u></p> <p>Imagine that you and your friends are faced with a challenge like that confronted by the boys in <i>Lord of the Flies</i>. How would you cope and behave on a deserted tropical island?</p> <p>Design a code of conduct to live by that would teach the knowledge, values and skills you would need to surmount all the challenges you would face.</p> <p>Consider the following questions: How would you ensure that your own personal boundaries are upheld? How would you ensure the safety of everyone?</p> <p style="text-align: center;"><u>Sample Assignment</u> <u>What Would You Do?</u></p> <p>After viewing several episodes of the ABC show “What Would you Do?”, choose three boys from</p>
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	<ul style="list-style-type: none"> ❖ Write a concluding paragraph or section that supports the information presented ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques ❖ Use technology proficiently for production, publication, and collaboration ❖ Use various technological platforms to create and evaluate shared writing products ❖ Conduct short and more sustained research projects ❖ Synthesize and summarize information ❖ Assess whether information from reliable and authoritative sources is relevant ❖ Paraphrase correctly ❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ❖ Prepare for discussions and read and research materials beforehand ❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity ❖ Engage as an active listener and participant ❖ Use text/source to show fallibility in speaker's reasoning ❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically ❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose ❖ Know and use Standard English spelling and grammar conventions ❖ Trace the etymology of words ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) 	<p>the island and address the following questions for each:</p> <ul style="list-style-type: none"> • Does this boy contribute in any way to the tragedy on the island? Explain your viewpoint. • Could he have acted to prevent any of the deaths? Why or why not? Explain. <p>In your conclusion, imagine you were one of these boys, and write about what you might have done differently in his situation.</p>
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	❖ Interpret and analyze the use of figurative language within a text	
Assessments:	Materials:	Resources:
Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Research	A film version of the novel Study-guide questions for <i>Lord of the Flies</i> <i>Lord of the Flies</i> by William Golding Interactive Whiteboard DVD/video player Laptops with Internet access	The Language of Literature Lord of the Flies supplemental material Lessons from Literature

Unit:	The Epic and Epic Hero: <i>Beowulf</i>			
Timing:	Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.			
Standards:	New Jersey Student Learning Standards			
	Reading		Writing	Speaking/Listening
	NJSLS RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 RL.11-12.10	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.8 RI.11-12.9	NJSLS W.11-12.1A,B,C,D,E W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8, W.11-12.9A,B W.11-12.10	NJSLS SL.11-12.1.A,B,CD SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6
	Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2	
	Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11	
Essential Questions:	Objectives:		Activities, Investigation, and Student Experiences:	
<ul style="list-style-type: none"> How do works from a given period reflect the 	Students will be able to: <ul style="list-style-type: none"> Analyze the author's writing style and how the use of figurative language and diction creates meaning. 		Through the reading of <i>Beowulf</i> ... Discuss what is learned about 8th century Germanic culture. Who is the author of	

<p>historical and social events/conditions/beliefs of said period?</p> <ul style="list-style-type: none"> • How well do the elements of a specific genre integrate to create a narrative? • How do the decisions/actions of characters reveal their personalities/motivation and advance the plot? • How do qualities such as strength, ambition, jealousy, self-preservation, generosity, and courage 	<ul style="list-style-type: none"> ❖ Apply the elements of an epic poem to their analysis of <i>Beowulf</i>. ❖ Identify characteristics of Germanic culture as depicted in <i>Beowulf</i>, including the commonality of feuds, the importance of weapons, and the attitudes towards life, death, and material possessions. ❖ Examine the relevance of women's roles in Germanic culture. ❖ Identify the relevance of the interjected anecdotes with the main story. ❖ Identify examples of pagan and Christian values in <i>Beowulf</i>. ❖ Analyze the conflict between spiritual and material values in <i>Beowulf</i>. ❖ Recognize the values of the Germanic heroic code, and explain how those values differ between a warrior and a king. ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details 	<p>Beowulf? Have the students create a biography of who they imagine the author of <i>Beowulf</i> to be. Who was he/she? What was his/her role in society at the time? Have the students consider and write about why the author never signed his/her name to the document.</p> <p>Compare and contrast <i>Beowulf</i>'s first battles with his last battle.</p> <p>Cite examples of how the story is didactic.</p> <p>Find and analyze examples of various literary elements:</p> <ul style="list-style-type: none"> • foreshadowing • Dues ex Machina • alliteration • kenning <p>Discuss the roles of women in Germanic culture and whether those roles exist today.</p> <p>Research how feuds were an integral part of society in <i>Beowulf</i>, and how these feuds resemble some of the conflicts between nations today.</p> <ul style="list-style-type: none"> • Prove that the following are themes in <i>Beowulf</i>: • goodness will triumph over evil
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<p>guide our decisions?</p>	<ul style="list-style-type: none"> ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialogue and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author's overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text 	<ul style="list-style-type: none"> • the difference in values between the young and old • the importance of ancestral identity and reputation • the importance of loyalty <p>Explain the symbolic significance of the following:</p> <ul style="list-style-type: none"> • Grendel and his mother • the mead-hall • the golden necklace <p>Teach students the history of the epic poem/hero and all its components.</p> <p>Provide a background of this epic by teaching students about Anglo-Saxon life.</p> <p>Read closely, as a class and on an individual basis, each segment of <i>Beowulf</i>.</p> <p>Respond to key study-guide questions for each segment.</p> <p>Discuss important scenes of the poem by closely analyzing the language, specifically the kenning, as a point of style and content.</p> <p>Use the qualities of the epic hero to analyze Beowulf and those of the anti-hero to analyze Grendel and his mother.</p>
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	<ul style="list-style-type: none"> ❖ Write a concluding paragraph or section that supports the information presented ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques ❖ Use technology proficiently for production, publication, and collaboration ❖ Use various technological platforms to create and evaluate shared writing products ❖ Conduct short and more sustained research projects ❖ Synthesize and summarize information ❖ Assess whether information from reliable and authoritative sources is relevant ❖ Paraphrase correctly ❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ❖ Prepare for discussions and read and research materials beforehand ❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity ❖ Engage as an active listener and participant ❖ Use text/source to show fallibility in speaker's reasoning ❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically ❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose ❖ Know and use Standard English spelling and grammar conventions ❖ Trace the etymology of words ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) 	<p>Teach vocabulary by using words from the poem.</p> <p>View excerpts from a film version of <i>Beowulf</i> and analyze its interpretation of the epic.</p> <p style="text-align: center;"><u>Sample Assignment:</u></p> <p>During the reading of <i>Beowulf</i>, have students write a definition paper on a concept such as honor, fame, courage, the supernatural, self-preservation, fear, prejudice, etc. They may select the concept.</p> <p>Pre-writing: Have them research and provide the dictionary definition (s) of this concept. Then have them research examples of the concept in a connotative context. They may use alternative sources for this part of the assignment. Next, have them provide an example or two of this concept from <i>Beowulf</i>.</p> <p>Teach this assignment by using a definition essay template, an example, and a rubric. Review the elements of the rubric and have students use it while they prepare their finished paper. Also use a blank copy of this rubric to grade their essays.</p>
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	❖ Interpret and analyze the use of figurative language within a text	
Assessments:	Materials:	Resources:
Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Research	Interactive Whiteboard DVD/video player Laptops with Internet access A version of the <i>Beowulf</i> film <i>Beowulf</i> excerpts in textbook	Prestwick House Guide E-text of the poem Penguin Guide to Beowulf

Unit:	The Romantic Movement: <i>Frankenstein</i> by Mary Shelley			
Timing:	Approximately seven weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.			
Standards:	New Jersey Student Learning Standards			
	Reading		Writing	Speaking/Listening
	NJSLS RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 RL.11-12.10	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.8 RI.11-12.9	NJSLS W.11-12.1A,B,C,D,E W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8, W.11-12.9A,B W.11-12.10	NJSLS SL.11-12.1.A,B,CD SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6
	Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2	
Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
Essential Questions:	Objectives:		Activities, Investigation, and Student Experiences:	

<ul style="list-style-type: none"> • How is our literary heritage marked by distinct literary movements? • How do works from a given period reflect historical and social events and conditions? • What is a frame narrative and how does it work in <i>Frankenstein</i>? • How are identity and personality created? • What consequences do we face when we don't take 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Identify and analyze examples of universal experiences found in the novel. ❖ Discuss the following themes as they appear in this novel, and refer to events and incidents in the novel to demonstrate their importance: rejection/alienation of individuals, importance of friendship in one's life, taking responsibility for one's actions and for the actions of others in the world, seeking knowledge for glory's sake, obsession/vengeance, nature vs. nurture, etc. ❖ Analyze the author's style, the use of foreshadowing, the use of narration, and the characterization process. ❖ Examine the extent to which this novel is an example of a Gothic novel and an example of the early Romantic period of literature. ❖ Analyze the significance of Mary Shelley's title <i>Frankenstein</i>, or <i>The Modern Prometheus</i>. ❖ Identify and discuss the significance of religious references in the novel. ❖ Discuss how scientific advancement can help us learn and prolong our lives, but when it clashes with moral issues and compromises our principles and our humanity, it is harmful. ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details 	<p>Provide a background of the Romantic Movement by teaching students about the main authors and the socio-economic, religious, and government situation of England during the 19th century. (Teachers may use the BBC Documentaries as a resource to provide this background.)</p> <p style="text-align: center;"><u>Honors Optional:</u></p> <p>Read, discuss, and analyze Samuel Taylor Coleridge's "The Rime of the Ancient Mariner."</p> <p>Read, discuss, and analyze <i>Frankenstein</i> by Mary Shelley.</p> <p>Teach vocabulary by using words from the novel.</p> <p>Use <i>Frankenstein</i> to teach frame narrative and how it affects a literary work.</p> <p style="text-align: center;"><u>Sample Assignment 1:</u></p> <p>Beginning with "Chapter __," you will be responsible for closely reading an assigned chapter, answering all study guide questions correctly, and presenting them, and other information, to the class.</p> <p>Your oral presentation will include:</p> <ul style="list-style-type: none"> • A written, brief summary of the chapter • Written responses to any 3 questions. • Written responses to the following:
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<p>responsibility for our actions?</p> <ul style="list-style-type: none"> • How can scientific advancement and exploration be both good and bad? • What is the relationship and responsibility between creator and creation? • What is the relationship between nature and nurture? Which is more important? 	<ul style="list-style-type: none"> ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialogue and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States 	<p>Select <u>two quotations and/or descriptions</u> (cite page number as well) that hold significance (the supernatural, foreshadowing, violence, irony, etc.) to a main character's situation and provide an explanation and analysis for each.</p> <p><u>Please keep in mind that in addition to reading and analyzing your assigned chapter, you must read and complete the questions for the remainder of the novel.</u></p> <p><u>You will present your findings to the class.</u></p> <p><u>Sample Assignment 2:</u> Show two different versions of the <i>Frankenstein</i> movie and discuss their diverging interpretations of the text.</p> <ul style="list-style-type: none"> • After the discussion students should compose an expository essay discussing and analyzing the divergent interpretations and/or students should compose an essay discussing the novel as a cultural phenomenon. <p>Use different teaching strategies such as workshops, editing using a rubric, and peer editing to teach grammar and composition while completing the essay assignment.</p>
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	<ul style="list-style-type: none">❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text❖ Critically examine the author’s overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose❖ Integrate multimedia when appropriate and effective❖ Use relevant and sufficient facts, definitions, details, and quotes❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively❖ Choose precise words and domain-specific vocabulary❖ Use transitions to link together the major sections of the text❖ Write a concluding paragraph or section that supports the information presented❖ Decide what organization is most effective for purpose, audience, and task❖ Understand and utilize revision techniques❖ Use technology proficiently for production, publication, and collaboration❖ Use various technological platforms to create and evaluate shared writing products❖ Conduct short and more sustained research projects❖ Synthesize and summarize information❖ Assess whether information from reliable and authoritative sources is relevant❖ Paraphrase correctly❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences	
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	<ul style="list-style-type: none"> ❖ Prepare for discussions and read and research materials beforehand ❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity ❖ Engage as an active listener and participant ❖ Use text/source to show fallibility in speaker's reasoning ❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically ❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose ❖ Know and use Standard English spelling and grammar conventions ❖ Trace the etymology of words ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) ❖ Interpret and analyze the use of figurative language within a text 	
Assessments:	Materials:	Resources:
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p> <p><i>Frankenstein</i> by Mary Shelley</p> <p>Two different versions of the <i>Frankenstein</i> movie</p>	<p>Prestwick House Novel Guide</p> <p>The Romantics – BBC Documentary – Nature (2005)</p> <p>The Romantics – BBC Documentary – Eternity (2005) (Both documentaries can be found on YouTube)</p>

Research		Poet Seers: The Romantics A Brief Guide to Romanticism
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Unit:	The Feminist Literary Movement: Non-Fiction				
Timing:	Approximately five weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.				
Standards:	New Jersey Student Learning Standards				
	Reading		Writing	Speaking/Listening	Language
	NJSLS RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 RL.11-12.10	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.8 RI.11-12.9	NJSLS W.11-12.1A,B,C,D,E W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8, W.11-12.9A,B W.11-12.10	NJSLS SL.11-12.1.A,B,CD SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	NJSLS L.11-12.1.A,B L.11-12.2.A,B,C L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2		
	Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
Essential Questions:	Objectives:			Activities, Investigation, and Student Experiences:	
<ul style="list-style-type: none"> How do values and beliefs 	Students will be able to: <ul style="list-style-type: none"> ❖ Understand and analyze informational and argumentative texts. 			Teach students about the rise of feminism in England.	

<p>change over time?</p> <ul style="list-style-type: none"> • What happens when belief systems of societies and individuals come into conflict? • When is it appropriate to challenge the beliefs or values of society? • How does conflict lead to change? • Can literature serve as a vehicle for social change? • What are the benefits and consequences of questioning / 	<ul style="list-style-type: none"> ❖ Analyze the writing techniques used by authors to construct an argument. ❖ Identify and examine how the feminist movement evolved through time. ❖ Understand and analyze the Feminist Literary Theory. ❖ Examine how writing is a powerful tool used for social change. ❖ Understand how reason and factual analysis are the best means to discover the truth and analyze an argument. ❖ Identify how literature can reflect the nuances of a specific region as well as determine its impact on the individual. ❖ Research how the Feminist movement has evolved through time and caused great social change. ❖ Appreciate how great social change starts by small acts, such as an individual voicing his/her argument. ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea 	<p>Respond to key study-guide questions for each work.</p> <p>Teach students to read closely and annotate each reading selection.</p> <p>Read, analyze, and discuss <i>A Vindication of the Rights of Woman</i> by Mary Wollstonecraft.</p> <p>Read, analyze, and discuss the two opposing pamphlets <i>Hic Mulier</i> (1620) and <i>Haec Vir</i> (1620).</p> <p>Teach students the three devices in rhetoric: ethos, pathos, and logos.</p> <p>Analyze the arguments being constructed in each of the pamphlets and examine how these arguments interact.</p> <p>Teach vocabulary by using words from the texts.</p> <p>Read, analyze, and discuss <i>Anglo-American Feminist Criticism: Chapter 4: Theoretical Reflections</i>. 69-86.</p> <p>Discuss the text in order to understand what is the Feminist Literary Theory and how it evolved from the Feminist movement started in the previously studied texts.</p>
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<p>challenging social order?</p> <ul style="list-style-type: none"> • Do we have choices concerning fairness and justice? • Does labeling and stereotyping influence how we look at and understand the world? • Is liberty and justice for all attainable? • How does an individual construct an argument and uses it to question/challenge social order? 	<ul style="list-style-type: none"> ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialogue and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author's overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose ❖ Integrate multimedia when appropriate and effective 	<p>Honors Optional: <i>The Schoolhouse of Women</i> [1541?] and selections from <i>A Room of One's Own</i> by Virginia Woolf.</p>
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	<ul style="list-style-type: none">❖ Use relevant and sufficient facts, definitions, details, and quotes❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively❖ Choose precise words and domain-specific vocabulary❖ Use transitions to link together the major sections of the text❖ Write a concluding paragraph or section that supports the information presented❖ Decide what organization is most effective for purpose, audience, and task❖ Understand and utilize revision techniques❖ Use technology proficiently for production, publication, and collaboration❖ Use various technological platforms to create and evaluate shared writing products❖ Conduct short and more sustained research projects❖ Synthesize and summarize information❖ Assess whether information from reliable and authoritative sources is relevant❖ Paraphrase correctly❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences❖ Prepare for discussions and read and research materials beforehand❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity❖ Engage as an active listener and participant❖ Use text/source to show fallibility in speaker's reasoning	
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	<ul style="list-style-type: none"> ❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically ❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose ❖ Know and use Standard English spelling and grammar conventions ❖ Trace the etymology of words ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) ❖ Interpret and analyze the use of figurative language within a text 	
Assessments:	Materials:	Resources:
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p> <p>*Honors Optional: <i>The Schoolhouse of Women</i> [1541?] and selections from <i>A Room of One's Own</i> by Virginia Woolf.</p> <p>Moi, Toril. <i>Feminist Literary Criticism: Part I: Anglo-American Feminist Criticism: Chapter 4: Theoretical Reflections</i>. 69-86. Taylor & Francis Ltd/Books, 2002. Literary Reference Center. Web.</p>	<p><i>A Vindication of the Rights of Woman</i> by Mary Wollstonecraft</p> <p><i>Hic Mulier</i> (1620)</p> <p><i>Haec Vir</i> (1620)</p>

Unit:	The Expository Essay		
Timing:	Approximately three weeks. Lesson timing, activities, tests, quizzes, and actual readings should be differentiated as per readiness level (Honors, A, and L/R), specific class, student needs, and IEP modifications.		
Standards:	New Jersey Student Learning Standards		
	Reading	Writing	Speaking/Listening
	NJSLS RL.11-12.1 RI.11-12.2 RL.11-12.3 RI.11-12.4 RL.11-12.5 RI.11-12.6 RL.11-12.7 RI.11-12.8 RL.11-12.9 RI.11-12.10	NJSLS W.11-12.1A,B,C,D,E W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8, W.11-12.9A,B W.11-12.10	NJSLS SL.11-12.1.A,B,CD SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6
	NJSLS L.11-12.1.A,B L.11-12.2.A,B,C L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6		
	Technology	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2	
	Career Ready Practices	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:	
<ul style="list-style-type: none"> What is the connection between reading and writing? 	<p>Students will be able to</p> <ul style="list-style-type: none"> ❖ Demonstrate a command of language, at the paragraph and sentence level. 	<p>This Unit will explore, analyze and detail the Expository Essay. Unit should begin with lesson and note taking on expository writing.</p>	

<ul style="list-style-type: none"> • How can punctuation affect the meanings we derive from a text? • What is process writing? • How can effective word choice improve our writing? • How do expository and narrative writing differ? • How do effective writers use narrative strategies in expository writing? • Why is it useful to reflect upon and write about our lives? • How can nonfiction writing be creative? • What strategies make narrative 	<ul style="list-style-type: none"> ❖ Enhance their writing by having a purpose and by using transitions. ❖ Write a proper introductory paragraph. ❖ Compose a thesis statement. ❖ Write in a variety of genres and for specific purposes. ❖ Understand that the purpose of an expository essay is to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner. ❖ Understand the components and requirements of an essay. ❖ Utilize vivid verbs and imagery in their writing. ❖ Understand that writing is a cyclical process. ❖ Examine how writers use details and elaboration to make ideas clear to their audiences. ❖ Identify how writers organize what they have to say to make their meaning clear to their audience. ❖ Distinguish between showing and telling. ❖ Understand that different forms of writing are appropriate at different times for different purposes and audiences. ❖ Using appropriate and correct grammar to improve effective communication. ❖ Examine how the use of imagery and other language devices is able to enhance any form of writing. 	<p>Once the students have a clear and concise understanding of the style give them 30 Writing Prompts for School and College Students in order to further exercise their practice and understanding.</p> <p>While working on these essays students should read from the selections below.</p> <p>“Fahrenheit 59” by Audrey Shulman</p> <p>“Simplicity” by William Zinsser</p> <p>“The Principles of Poor Writing” by Paul W. Merrill</p> <p>Once students have mastered the art of expository writing teachers can expand and create new lessons tailored to their curriculum and style.</p> <p style="text-align: center;"><u>Sample Writing Assignment</u> <u>Feminist Literary Movement: Non-Fiction</u></p> <p>Have students reflect on the following:</p> <p>“What differences, if any, have you observed between men and women when it comes to aptitude or intelligence? Do women seem to be better at some things, and men better at others? What are your own strengths? How do they align</p>
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<p>writing appealing to the audience?</p> <ul style="list-style-type: none"> • How does a writer use language devices (diction, imagery, symbolism, figurative language) for specific effects? • How can varied sentence construction improve the effectiveness of writing? 		<p>with others who share your gender?”</p> <p>(Teachers have the option to let students write their response and then discuss as a class or to singularly lead a discussion).</p> <p>Have students read “Who Says a Woman Can’t be Einstein” by Amanda Ripley</p> <p>Writing Assignment:</p> <p>What are your thoughts about single-sex education? Write an expository essay in which you compare and contrast the advantages and disadvantages of single-sex education with education in coed schools.</p> <p>*Teachers should give guidelines and a rubric for students to follow</p> <p style="text-align: center;"><u>Sample Expository Writing Project</u> <u>Social Experiment:</u> <u>Getting to Know your students</u></p> <p>This assignment is a project and will require a few weeks to be completed. It can be completed in-between and among other assignments and work. Students will read and work on a series of essays that will cause them to reflect on and share their personal lives.</p> <p>*Teachers can set order in whatever way they choose- the following is just an example.</p>
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Assessments:	Materials:	Resources:
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p>	<p><i>Models for Writers: Short Essays for Composition</i> 11th edition</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>30 Writing Prompts for School and College Students</p> <p>Expository Essays: OWL at Purdue</p> <p>Easy Bib Citation Generator</p> <p>The MLA Style Center</p>

Unit:	The Changes in Language and Life: <i>The Canterbury Tales</i>																							
Timing:	Approximately three weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.																							
Standards:	<p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" data-bbox="478 480 873 581">Reading</th> <th data-bbox="873 480 1226 581">Writing</th> <th data-bbox="1226 480 1514 581">Speaking/Listening</th> <th data-bbox="1514 480 1850 581">Language</th> </tr> </thead> <tbody> <tr> <td data-bbox="478 581 667 980">NJSLS RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 RL.11-12.10</td> <td data-bbox="667 581 873 980">RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.8 RI.11-12.9</td> <td data-bbox="873 581 1226 980">NJSLS W.11-12.1A,B,C,D,E W.11.-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8, W.11-12.9A,B W.11-12.10</td> <td data-bbox="1226 581 1514 980">NJSLS SL.11-12.1.A,B,CD SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6</td> <td data-bbox="1514 581 1850 980">NJSLS L.11-12.1.A,B L.11-12.2.A,B,C L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6</td> </tr> <tr> <td colspan="2" data-bbox="478 980 873 1068">Technology</td> <td colspan="3" data-bbox="873 980 1850 1068">8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2</td> </tr> <tr> <td colspan="2" data-bbox="478 1068 873 1156">Career Ready Practices</td> <td colspan="3" data-bbox="873 1068 1850 1156">CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11</td> </tr> </tbody> </table>				Reading		Writing	Speaking/Listening	Language	NJSLS RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 RL.11-12.10	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.8 RI.11-12.9	NJSLS W.11-12.1A,B,C,D,E W.11.-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8, W.11-12.9A,B W.11-12.10	NJSLS SL.11-12.1.A,B,CD SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	NJSLS L.11-12.1.A,B L.11-12.2.A,B,C L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6	Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2			Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
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Essential Questions:	Objectives:		Activities, Investigation, and Student Experiences:																					
<ul style="list-style-type: none"> When is loyalty to “self” more important 	Students will be able to:		Provide background information on the Middle Ages and on Geoffrey Chaucer’s life and work.																					

<p>than loyalty to a friend?</p> <ul style="list-style-type: none"> • How do stereotypes and archetypes inform our understanding of humanity? • How are Chaucer's Canterbury pilgrims relevant to society today? • How is our understanding of culture and society constructed through and by language? • How does literature reveal the values of a given culture or time period? 	<ul style="list-style-type: none"> ❖ Analyze how satire is a form of comedic critique in which the author implies needed change or solutions through a subject's appearance, behaviors, or dialogue. ❖ Appreciate that human nature changes very little over time. ❖ Examine how stereotypes and archetypes help us to make sense of our world by enabling us to predict how people will behave. ❖ Research how living languages change according to custom, usage, and the influence of a variety of factors. ❖ Identify the role that social class continues to play our life throughout the ages. ❖ Examine how the social and domestic position of women changed significantly since the Middle Ages. ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details 	<p>Read closely, as a class and on an individual basis, discuss, and analyze "General Prologue," "The Pardoner's Tale," and "The Wife of Bath's Tale," from <i>The Canterbury Tales</i> by Geoffrey Chaucer.</p> <p>Teach vocabulary in context of the text.</p> <p>Discuss Chaucer's use of characterization techniques in order to explore the themes of social class, the Church, the treatment of women, stereotypes, etc.</p> <p>Respond to key study-guide questions for each work.</p> <p style="text-align: center;"><u>Sample Assignment 1:</u></p> <p><u>Exploring the Middle Ages:</u> Students will research the Middle Ages and discover contexts for the <u>Canterbury Tales</u>.</p> <p>At the beginning of the Inquiry activity, the teacher places students in groups and assigns responsibility for specific pilgrims to each group.</p> <p>When the class completes reading the "General Prologue," the teacher leads the students in a brainstorm intended to identify what the students still want to know about the various pilgrims. Groups then base their research about the pilgrims on the questions their peers generate. Each group's goal is to make a detailed and insightful presentation to the class which places characters within medieval contexts. Presentations can take the form of PowerPoint,</p>
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<ul style="list-style-type: none"> • What were the living conditions prior to and during the Medieval Period in Britain? 	<ul style="list-style-type: none"> ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialogue and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author’s overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes 	<p>skits, multimedia, songs, puppet shows, videos, or any other method the students create, subject to teacher approval.</p> <p>After the presentations are completed, the class may participate in a discussion of the quality of their work, celebrating successes and articulating ways to improve their efforts next time. The presentations culminate in a whole class project that may assume many forms: timelines to which every group contributes, a class-generated annotated bibliography taken from the sources each group has consulted and used, or a class notebook which includes recommended electronic sources, sample handouts and overhead transparencies from the presentations, students’ reflections on the process of their learning, and useful information from their research.</p> <p style="text-align: center;"><u>Sample Assignment 2:</u> <u>Creating the Chaucerian Pilgrimage:</u></p> <p>Students will create a new pilgrim in the modern age and write a tale trying to use Chaucer’s style of writing. Since students’ tales are in imitation of Chaucer, they must also try to copy his poetic techniques such as iambic meter, alliteration, and rhyme – as well as the techniques of satire.</p> <p>Since the writing is complex, the teacher should provide clear requirements. Such as:</p> <ul style="list-style-type: none"> • The students are to write a minimum of four ten-line stanzas
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	<ul style="list-style-type: none"> ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text ❖ Write a concluding paragraph or section that supports the information presented ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques ❖ Use technology proficiently for production, publication, and collaboration ❖ Use various technological platforms to create and evaluate shared writing products ❖ Conduct short and more sustained research projects ❖ Synthesize and summarize information ❖ Assess whether information from reliable and authoritative sources is relevant ❖ Paraphrase correctly ❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ❖ Prepare for discussions and read and research materials beforehand ❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity ❖ Engage as an active listener and participant ❖ Use text/source to show fallibility in speaker’s reasoning ❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically 	<ul style="list-style-type: none"> • The stanzas must maintain an AA, BB, CC rhyme scheme. • The first ten-line stanza must provide the “frame,” as Chaucer does in his prologue. <p>Teachers should break the assignment into two parts and establish due dates. For example, require the first two stanzas on Monday and the last two on Friday. Make time during the week to work with students to evaluate the work in progress for both content and technique. The time spent revising the first two stanzas can ensure that students are staying within the boundaries of propriety.</p>
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	<ul style="list-style-type: none"> ❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose ❖ Know and use Standard English spelling and grammar conventions ❖ Trace the etymology of words ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) ❖ Interpret and analyze the use of figurative language within a text 	
Assessments:	Materials:	Resources:
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>The Language of Literature</p> <ul style="list-style-type: none"> • “General Prologue,” “The Pardoner’s Tale,” and “The Wife of Bath’s Tale,” from <i>The Canterbury Tales</i> by Geoffrey Chaucer <p>Side by side translation of text</p> <p>Introduction to the Tales</p> <p>General Prologue with explanatory notes</p> <p>The Pardoner’s Tale with explanatory notes</p> <p>The Wife of Bath’s Tale with explanatory notes</p>

Unit:	Ambition and Corruption: <i>Macbeth</i>			
Timing:	Approximately seven weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.			
Standards:	New Jersey Student Learning Standards			
	Reading		Writing	Speaking/Listening
	NJSLS		NJSLS	NJSLS
	RL.11-12.1	RI.11-12.1	W.11-12.1A,B,C,D,E	SL.11-12.1.A,B,CD
	RL.11-12.2	RI.11-12.2	W.11.-12.2	SL.11-12.2
RL.11-12.3	RI.11-12.3	W.11-12.3	SL.11-12.3	
RL.11-12.4	RI.11-12.4	W.11-12.4	SL.11-12.4	
RL.11-12.5	RI.11-12.5	W.11-12.5	SL.11-12.5	
RL.11-12.6	RI.11-12.6	W.11-12.6	SL.11-12.6	
RL.11-12.7	RI.11-12.7	W.11-12.8,		
RL.11-12.9	RI.11-12.8	W.11-12.9A,B		
RL.11-12.10	RI.11-12.9	W.11-12.10		
Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2		
Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
Essential Questions:	Objectives:		Activities, Investigation, and Student Experiences:	
<ul style="list-style-type: none"> What are the universal themes that recur 	Students will be able to: <ul style="list-style-type: none"> ❖ Support written arguments with textual evidence. ❖ Track how characters change throughout a text by comparing what they say versus what they do. 		Give a background of the play by teaching students about Shakespeare's life and the Renaissance movement.	

<p>throughout literature?</p> <ul style="list-style-type: none"> • How do works from a given period reflect historical and social events and conditions? • To what extent can we blame others for the negative outcomes of our lives? • How can a person's decisions and actions change his/her life? • How do the decisions and actions of characters reveal their personalities? • What is the relationship between decisions and consequences? • How does ambition guide 	<ul style="list-style-type: none"> ❖ Make specific references to the text during classroom discussion. ❖ Recognize foreshadowing in the text and use clues to predict future events. ❖ Examine how shifts in syntactic structure can affect the meaning and tone of a text. ❖ Analyze how special effects, music, props, and lighting in film and theatre influence the tone and interpretation of a text. ❖ Identify and describe the functions of asides and soliloquies in plays. ❖ Understand and appreciate a classic Shakespearean tragedy. ❖ Identify and examine themes in a tragedy. ❖ Use strategies to understand Shakespeare's language. ❖ Understand and appreciate the plot, conflicts, themes, and symbolism of <i>Macbeth</i>. ❖ Identify themes of ambition and corruption. ❖ Discuss the concept of “the ends never justifying the means” ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and 	<p>Teach students the structure of a dramatic tragedy and all its components.</p> <p>Read the <i>Macbeth</i> text by assigning characters to students.</p> <p>Model how to interpret and analyze a selection or quotation.</p> <p>Discuss important scenes of the play by closely analyzing the language and significance of the selected quotation.</p> <p>Use the idea of a dramatic hero to analyze <i>Macbeth</i> and the idea of an anti-hero to analyze Lady <i>Macbeth</i>.</p> <p>Teach vocabulary by using words from the play.</p> <p>Watch a movie version of <i>Macbeth</i> and analyze how the movie interprets the play.</p> <p style="text-align: center;"><u>Sample Assignment 1:</u></p> <p>You often see the Witches placing ingredients in their cauldron to create spells. One clear example of this is Act 4, Scene 1 where the Witches are creating a spell to bring trouble to humanity.</p> <p style="text-align: center;">Fillet of a fenny snake, In the cauldron boil and bake; Eye of newt and toe of frog, Wool of bat and tongue of dog, Adder's fork and blind-worm's sting, Lizard's leg and owlet's wing,</p>
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<p>our everyday decisions?</p>	<p>prior conclusions/prior experience and examples from the text</p> <ul style="list-style-type: none"> ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States 	<p>For a charm of powerful trouble, Like a hell-broth boil and bubble. ... (4.1.22-34)</p> <p>In this scene they are placing ingredients such as intestines, a slice of snake, eye of salamander, snake tongue, etc.</p> <p><u>It is your job to:</u></p> <ol style="list-style-type: none"> 1) Create a fictional spell. This fictional spell can be for anything you want (as long as it is school appropriate). It can be a spell for a new car, a new job, a love potion, etc. 2) Make a list of all the ingredients needed for this spell and explain the purpose of each one. Why are you using cloves in a love potion? Why are you using a gold coin in a spell for luck? This is where you use your knowledge of symbolism. You create or explain the symbolism attached to each ingredient. Do not forget to specify a quantity. 3) Now the tricky part: Try to foresee all the consequences caused by the casting of this fictional spell. Similar to Macbeth, you should be aware that for
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	<ul style="list-style-type: none"> ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author’s overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text ❖ Write a concluding paragraph or section that supports the information presented ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques ❖ Use technology proficiently for production, publication, and collaboration ❖ Use various technological platforms to create and evaluate shared writing products ❖ Conduct short and more sustained research projects ❖ Synthesize and summarize information ❖ Assess whether information from reliable and authoritative sources is relevant ❖ Paraphrase correctly 	<p>every action there are consequences, oftentimes unforeseen:</p> <p style="text-align: center;">... that but this blow Might be the be-all and the end-all here, But here, upon this bank and shoal of time, We'd jump the life to come. But in these cases We still have judgment here; ... (1.7.4-8). If the act is evil the consequences are often bad; however, if the act is good, good things will come of it.</p> <p>The way you present this work is up to you. Some options are a poster, a recipe page from a cookbook, a page from a grimoire, a diorama, and any other creative way that is pre-approved by me. Projects can be submitted individually or in groups of up to THREE people.</p> <p style="text-align: center;"><u>Sample Assignment 2:</u></p> <p><u>Part A:</u> You are all prosecutors in a courtroom. Your job is to accuse characters and convince the jury that these characters are directly or indirectly guilty of the tragic events in <i>Macbeth</i>. The court case will work as a debate where you will have to accuse your characters and defend the other characters.</p>
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	<ul style="list-style-type: none"> ❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ❖ Prepare for discussions and read and research materials beforehand ❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity ❖ Engage as an active listener and participant ❖ Use text/source to show fallibility in speaker’s reasoning ❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically ❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose ❖ Know and use Standard English spelling and grammar conventions ❖ Trace the etymology of words ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) ❖ Interpret and analyze the use of figurative language within a text 	<p>There will be two parts to the debate:</p> <ol style="list-style-type: none"> 1) During the first part, it is your job to accuse the characters. 2) During the second part, it is your job to refute the other groups’ arguments by defending the other characters and defend your argument. <p>To be able to do this you will have to develop your own argument and be prepared to counter any argument presented by the other groups.</p> <p>Even though each of the aforementioned characters has their own guilt, it is your job to convince me that your assigned character is the guiltiest.</p> <p>Keep in mind the following points:</p> <ul style="list-style-type: none"> ● Lady Macbeth is the most interesting and complex characters in the play. She is, in fact, the point on which the action pivots: without her, there is no play. ● <i>Macbeth</i> is often cited as a famous example of what the American sociologist Robert Merton called a “self-fulfilling prophecy.” (A self-fulfilling prophecy is a prediction that directly or
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		<p>indirectly causes itself to become true. In other words, a prophecy declared as truth when it is actually false may sufficiently influence people, through fear, greed, or logical confusion, so that their reactions ultimately fulfill the once-false prophecy.)</p> <ul style="list-style-type: none">• The witches are the one who discloses the prophecy, which starts all the trouble and tragedy, to Macbeth. They serve as a catalyst in the play by moving the plot forward. <p><u>Part B:</u></p> <p>Write a detailed 5-paragraph essay that answers the following question:</p> <p>Who bears the most responsibility for the tragic events in <i>Macbeth</i>? Is it Macbeth, Lady Macbeth, or the three witches?</p> <p>Be sure to support your argument using examples (quotes) from the play.</p> <p><u>Sample Assignment 3:</u> Essays (There are endless topics that address the major themes of the play and their connection to the modern world. The teacher can select a specific topic or allow students to choose from pre-selected topics). This should be a topic that</p>
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		<p>requires students to use outside sources as well as the text.</p> <p>Teach writing by using workshops, peer reviews, and revision and editing using a rubric when completing assignments two and three.</p>
Assessments:	Materials:	Resources:
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p> <p>A version of a <i>Macbeth</i> movie (Recommendation: 2010)</p> <p><i>Macbeth</i> by William Shakespeare</p>	<p>Penguin Guide to Macbeth</p> <p>Supplemental Activities</p> <p>Side by Side No Fear Shakespeare</p> <p>Folger's Shakespeare</p>