

Pine Hill Public Schools Curriculum

Content Area:		Language Arts Literacy	
Course Title/ Grade Level:		English 12	
Unit 1:	The Anglo-Saxon and Medieval Period/Middle Ages	Month:	September
Unit 2:	Renaissance and the Reformation	Month:	October-November
Unit 3:	European Literature: Seventeenth Century	Month:	December
Unit 4:	The Interview	Month:	January
Unit 5:	Eighteenth and Early Nineteenth Century	Month:	February-March
Unit 6:		Month:	
Unit 7:	The Twentieth Century	Month:	May-June
Date Created or Revised:		August 12th, 2013	
BOE Approval Date:		8/27/13	

**Pine Hill Public Schools
Language Arts Literacy Curriculum**

Unit Title: The Anglo-Saxon and Medieval Period/Middle Ages		Unit #: 1
Course or Grade Level: 12		Length of Time: September 2-30
Date Created: March 16, 2012		BOE Approval Date:
Pacing	Unit 1: September 6, 2012	
Essential Questions	<ul style="list-style-type: none"> • What is the progression of English literature and the language? • How is history related to literature? 	
Content	Terminology/Literary Elements Character, characterization Figurative language Irony (e.g., dramatic, situational, verbal) Narrator Parable Plot (i.e., exposition, rising action, crisis/climax, falling action, resolution/denouement) Point of view Sensory imagery Setting Style Symbol, symbolism Theme Tone Allegory	
Skills	<ul style="list-style-type: none"> • Use words and phrases from the text to respond orally and in written form text questions • Analyze how characters' motives developed throughout text • Do a close reading of the text • Write a comparison essay • Read novels, literary nonfiction, stories, plays, and poetry from the Renaissance era, observing the continuity from the Middle Ages as well as the departures. • Identify and investigate allusions to classical literature in Renaissance texts.. • Analyze Renaissance conceptions of beauty and their literary manifestations. • Describe how Renaissance writers took interest in human life and the individual person. • Analyze the playful, satirical, irreverent aspects of Renaissance literature—in particular, the writing of Rabelais, Boccaccio, and Shakespeare. • Explain how literary forms and devices reflect the author's philosophical, aesthetic, or 	

	<p>religious views.</p> <ul style="list-style-type: none"> • Write an essay in which they (a) compare a literary work with a work of art; (b) compare a Renaissance work with a medieval work; or (c) relate a literary work to a philosophical work. • Analyze how medieval literature exhibits many tendencies rather than a single set of characteristics. • Note the literary elements (e.g., allegory, farce, satire, and foil) in medieval literary works and identify characteristics of medieval literary forms. • Explain how literary elements contribute to meaning and author intention. • Note glimpses of the Renaissance in certain works of medieval literature and art. • Explain how medieval literary and artistic forms reflect the writers' and artists' philosophical views. • Examine the literary, social, and religious satire in Chaucer's <i>The Canterbury Tales</i>. • Explain the role of the framed narrative in Chaucer's <i>The Canterbury Tales</i>, Dante's <i>Inferno</i>, and other works. • Compare works of medieval literature, particularly their depiction of character and their focus on the otherworldly.
Assessments	<p>Items in Bold are Mandatory for all 12th Grade English Courses</p> <ul style="list-style-type: none"> • benchmark assessments • End of Unit tests • Chapter quizzes • Open ended short answer responses • Rubrics • http://www.aaps.k12.mi.us/pioneer.vail-embed/files/canterbury_tales_project.htm (Canterbury Tales Project) <p>Informative Writing</p> <p>Compare and contrast Sir Gawain and the Green Knight and "The Knight's Tale." What are the qualities of the ideal knight? Do they differ at all? Use textual evidence from both texts to support an original, concise thesis.</p> <p>Informative Writing:</p> <ul style="list-style-type: none"> • Compare "The Monk's Tale" in <i>The Canterbury Tales</i> with Dante's story of Ugolino in Cantos XXXII through XXXIII of <i>Inferno</i>, paying special attention to depiction of character. Use at least one critical source. Use textual evidence to support an original, concise thesis statement. • :Discuss "The Pardoner's Tale" as a satire. What exactly is being literally described versus being satirized? Why does Chaucer use satire? Is Chaucer satirizing human nature or the Church as an establishment? Use textual evidence to support an original, concise thesis statement.

- **Choose one of the Canterbury Tales. Explain how the main character shows his or her personality through narration. How do fabliaux reveal the point of view of the character? Use textual evidence to support an original, concise thesis statement.**
- "How did medieval man distinguish between the earthly and the divine?" Use primary and secondary sources from this unit or outside of the unit to support an original thesis statement to answer the question. Cite at least three sources. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, original thinking, the anticipation and addressing of questions or counterclaims, and the proper citation of sources. Your teacher may give you the opportunity to share and refine your initial research questions on the classroom blog in order to get feedback from your classmates.

Argumentative Writing

Read Dante's *Inferno*. How does the allegory reveal the values of the Middle Ages? What sins are punished most severely and why? Do you agree with the hierarchical circles of hell that Dante creates? Use textual evidence to support an original, concise thesis statement.

Argument Writing:

- Is the Wife of Bath from *The Canterbury Tales* a feminist? Use textual evidence to support your position.
- **Read Book XI of Saint Augustine's *Confessions*. Agree or disagree with Augustine's idea: "Evil stems not from God but from a perversion of human will." Use textual evidence to support an original, concise thesis statement.**
- **Explain how Saint Augustine attempts to resolve a paradox in Book XI of *Confessions*. Is his resolution convincing? Why or why not?**
- **"To what degree does medieval literature regard human existence as secondary to the divine?" Use textual evidence from one of the texts read in this unit to support an original, concise thesis statement.**

Research, Argument Writing

Does the term Dark Ages accurately describe the Middle Ages? Use primary and secondary sources from this unit or outside of the unit to support an original, concise thesis statement to answer the question. Cite at least three sources. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, original thinking, the anticipation and addressing of questions or counterclaims, and the proper citation of sources. Your teacher may give you the opportunity to share and refine your initial research questions on the classroom blog in order to get feedback from your classmates.

Interventions /
differentiated
instruction

- The All American Reads website, allamericanreads.org/program/strategies, offers reading strategies that can be used to assist struggling and reluctant readers.
 - Students work in groups, assigning each group a different major character of the novel or tale.
 - Soapstone technique
 - Include strategies aimed at assisting English Language Learners
- ~How to develop a lesson plan that includes Ells :
<http://www.colorincolorado.org/educators/content/lessonplan>
~ Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers, Shelley Fairbairn and Stephaney Jones-Vo., published May 2010,
<http://caslonpublishing.com/publication/differentiating-instruction-and-assessment-english/#reviews>

Special Education Accommodations

- Extended time for completion of assignments or tests
- Additional time for reading assignments
- Time for repeated review or drill
- Small groups
- Reduction of paper/pencil tasks
- Shortened assignments
- Assignment notebooks
- Study sheets/summary sheets/outlines of most important facts
- Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.)
- Visual demonstrations
- Presentation of material in small steps
- Read or paraphrase subject matter
- Instructions/directions given in different channels (written, spoken, demonstration)
- Visual or multisensory materials
- Functional level materials
- Mnemonic aids/devices
- Overhead/outline for desk use
- Credit for class participation, effort and attendance
- Additional time for test preparation
- Review/testing matched to student pace
- Test directions read/explained thoroughly
- Oral, short-answer, modified tests
- Tutoring assistance (peer, pal, teacher, etc.)
- Emphasis on successes
- Graphic Organizers

<p>Inter-disciplinary Connections</p>	<ul style="list-style-type: none"> • Reading Informational Text: Public Speaking <p>Select a one-minute passage from one of the short stories and recite it from memory. Include an introduction that states:</p> <p>What the excerpt is from Who wrote it Which literary element it exemplifies and why</p> <p>Art, Speaking and Listening</p> <ul style="list-style-type: none"> • How do artists create narratives? Select two works of art to view as a class. Compare the two works, focusing the discussion on the relationship between character and setting, and on how the artists combined these to suggest a narrative.
<p>Lesson resources</p>	<ul style="list-style-type: none"> • All America Reads website • faculty.stuartschool.org/~leckstrom/SOAPStoneanalysisStrategy.htm • http://www.colorincolorado.org/educators/content/lessonplan • http://caslonpublishing.com/publication/differentiating-instruction-and-assessment-english/#reviews • The General Prologue in The Canterbury Tales(Geoffrey Chaucer) • “The Nun’s Priest’s Tale” • “The Pardoner’s Tale” • The Pardoner’s Tale” Sir Gawain and the Green Knight(Anonymous) • Dante’s Inferno(Dante Alighieri) • Confessions Book XI/St Augustine • Dark Night of the Soul: St. John of the Cross • Sonnets 29, 30, 40, 116, 128, 130, 143, 146: Shakespeare • The Nightingale of Wittenburg: Hans Sachs • The Nymph Reply to the Shepard: Sir Walter Raleigh • The Passionate Shepard to His Love: Christopher Marlow
<p>Common Core Standards</p>	
<p>Grade 12</p>	
<p>Standard: Reading Standards for Literature</p>	
<p>Strand(s): Reading Literature Writing Speaking and Listening Language</p>	
<p>Reading Literature</p>	<ul style="list-style-type: none"> • 5: Analyze how an author’s choices concerning

<p>Subgroup: Craft and Structure</p> <p>Reading Informational Text Subgroup: Key Ideas and Details</p>	<p>how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <ul style="list-style-type: none"> ● 2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<p>Writing Subgroup: Text Types and Purposes</p>	<ul style="list-style-type: none"> ● 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
<p>Speaking and Listening Subgroup: Presentation of Knowledge and Ideas</p> <p>Language Subgroup: Language</p> <p>Vocabulary Acquisition and Use</p>	<ul style="list-style-type: none"> ● 4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. ● 3(a): Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or usage when writing or speaking. ● 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

21st Century Themes							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21st Century Skills							
x	Creativity and Innovation		Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
x	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Language Arts Curriculum	
Unit Title: Renaissance and the Reformation	Unit #: 2
Course or Grade Level: 12	Length of Time: October 1-November 5
Date Created: June 20, 2013	BOE Approval Date:
Pacing	22 days
Essential Questions	<ul style="list-style-type: none"> • How does the concept of courtly love influence the writers of this period? • What role does the Protestant Reformation have in the literature?
Content	<ul style="list-style-type: none"> • The sonnet form-English, Shakespeare, Spenser • Rhyme scheme • Quatrain • Octet • Sestet • Couplet • Rising action • Falling action • Turning point • Foil • Allusion • Classicism • Divine proportion (golden ration/golden mean) • Divine right of kings • Ecologue • Epistle • Fate • Free will • The great chain of being • Humanism • Iambic pentameter • Idyll • Ode • Satire • Sonnet

	<ul style="list-style-type: none"> • symmetry
Skills	<ul style="list-style-type: none"> • Read novels, literary nonfiction, stories, plays, and poetry from the Renaissance era, observing the continuity from the Middle Ages as well as the departures. • Analyze Renaissance conceptions of beauty and their literary manifestations. • Identify and investigate allusions to classical literature in Renaissance texts. • Explain how a concept such as symmetry or divine proportion is expressed both in literature and in art. • Describe how Renaissance writers took interest in human life and the individual person. • Explain how literary forms and devices reflect the author’s philosophical, aesthetic, or religious views. • Write an essay in which they (a) compare a literary work with a work of art; (b) compare a Renaissance work with a medieval work; or (c) relate a literary work to a philosophical work. • Analyze the playful, satirical, irreverent aspects of Renaissance literature—in particular, the writing of Rabelais, Boccaccio, and Shakespeare.
Assessments	<p>Items in Bold are Mandatory for all 12th grade courses</p> <ul style="list-style-type: none"> • Benchmark assessments • Chapter quizzes • Open-ended short answer responses • End of Unit tests • Rubrics <p>Reading Poetry, Oral Presentation</p> <ul style="list-style-type: none"> • Select a poem from this unit and recite it from memory. Include an introduction that states: • Who wrote the poem • Its form, meter, rhyme scheme, and key literary elements • An aspect of the poem that comes through after multiple readings <p>Reading Literature, Reading Informational Text, Argument Writing</p> <ul style="list-style-type: none"> • Read <i>Hamlet</i>. With special consideration to his soliloquies, is Prince Hamlet influenced by his sense of logic or sense of emotion? Use specific textual evidence to support your position. • After reading <i>Hamlet</i> and excerpts from <i>The Prince</i> by Machiavelli, answer one

of the following questions. How do Machiavelli's principles apply to the play? What is Shakespeare saying about Machiavelli's approach to attaining and maintaining political power? Consider the quotation, "It is better to be feared than to be loved." Is this true for Claudius? Use textual evidence from both texts to support your position.

- Show how one of the plays from this unit departs from the medieval conceptions of drama. Use specific textual evidence to support an original, concise thesis statement.

Informative Writing:

- Relate Pacioli's *On the Divine Proportion* to a Shakespeare sonnet. In what ways is the sonnet an expression of divine proportion (or not)? Cite specific evidence from both texts to support an original, concise thesis statement.
- **Read *Henry IV, Part I*. How does Falstaff reflect the new ideas of the Renaissance regarding chivalry and honor? How does the play illustrate the demise of the Great Chain of Being? What does the play say about the divine right of kings? Use textual evidence from the play to support your response in an original, concise thesis statement.**
- **Using literary works as textual evidence, do one of the following: (a) compare two Renaissance literary works, with attention to symmetry and form; (b) compare a Renaissance literary work with a medieval literary work, with attention to depiction of character; or (c) relate a literary work to a philosophical work. Include at least one critical source and one reference to a literary work to support an original, concise thesis statement.**
- Show how one of the plays from this unit departs from the medieval conceptions of drama. Use specific textual evidence to support an original, concise thesis statement.
- Relate Pacioli's *On the Divine Proportion* to a Shakespeare sonnet. In what ways is the sonnet an expression of divine proportion (or not)? Cite specific evidence from both texts to support an original, concise thesis statement.
- **Compare one of the satirical stories of *The Canterbury Tales* (from Unit One) with one of the stories from Boccaccio's *The Decameron*. What does the satire reveal about the author's intention and message? Use textual evidence to support an original, concise thesis.**

Research, Reading Literature, Informative Writing

- Using texts from this unit as well as additional sources, explain how literature from the Renaissance breaks with or builds on ideas derived from the Middle Ages. Cite specific textual evidence to support an original, concise thesis statement to answer the essential question. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, original thinking, the anticipation and addressing of questions or counterclaims, and the proper citation of sources. Your teacher may give you the opportunity to share and refine your initial research questions on the classroom blog in order to get feedback from your

	classmates.
Interventions / differentiated instruction	<ul style="list-style-type: none"> • The All American Reads website, allamericanreads.org/program/strategies, offers reading strategies that can be used to assist struggling and reluctant readers. • Students work in groups, assigning each group a different major character of the novel or tale. • Soapstone technique • Include strategies aimed at assisting English Language Learners <p>~How to develop a lesson plan that includes ELLs : http://www.colorincolorado.org/educators/content/lessonplan</p> <p>~ Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers, Shelley Fairbairn and Stephaney Jones-Vo., published May 2010, http://caslonpublishing.com/publication/differentiating-instruction-and-assessment-english/#reviews</p> <p>Special Education Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of assignments or tests • Additional time for reading assignments • Time for repeated review or drill • Small groups • Reduction of paper/pencil tasks • Shortened assignments • Assignment notebooks • Study sheets/summary sheets/outlines of most important facts • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Read or paraphrase subject matter • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Overhead/outline for desk use • Credit for class participation, effort and attendance • Additional time for test preparation • Review/testing matched to student pace • Test directions read/explained thoroughly • Oral, short-answer, modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers

<p>Inter-disciplinary Connections</p>	<ul style="list-style-type: none"> • History of religion, European and English history, psychology • Word processing and internet access for art selection <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Reflect on seminar questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing?
<p>Lesson resources</p>	<ul style="list-style-type: none"> • Hamlet/ Henry IV, Part I • Sonnets 29, 30, 40, 116, 128, 130, 143, and 146 (William Shakespeare) • The Prince(excerpts)(non-fiction) • Hamlet and the Elizabethan Revenge Ethic in Text and Film (National Endowment for the Humanities)
<p>Common Core Standards</p>	
<p>Grade:12</p>	
<p>Strand(s) Reading Literature, Writing, Speaking and Listening, Language</p>	
<p>Reading Literature: Subgroup: Key Ideas and Details</p> <p>Craft and Structure</p>	<p>1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>

	<p>5. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>
<p>Writing: Subgroup: Text type and Purposes</p>	<p>.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>Speaking Subgroup: Presentation and Knowledge and Ideas</p> <p>Language Subgroup: Vocabulary Acquisition and Use</p>	<p>4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p>

21st Century Themes

x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
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21st Century Skills

x	Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration	x	Information Literacy
x	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools
Language Arts Curriculum

Unit Title: European Literature: Seventeenth Century		Unit #: 3
Course or Grade Level: 12		Length of Time: December 1-23
Date Created: June 20, 2013		BOE Approval Date:
Pacing	Thirty Days	
Essential Questions	<ul style="list-style-type: none"> • How did the Seventeenth Century Writers regard the relationship between reason and emotion? 	
Content	<ul style="list-style-type: none"> ▪ Aesthetics ▪ Allegory ▪ Allusion ▪ Argumentation ▪ Authorial intent ▪ Blank verse ▪ Conceit ▪ Dissent ▪ Doubt ▪ Dramatic irony ▪ Enlightenment ▪ Ethics ▪ Fate ▪ Free will ▪ “In medias res” ▪ Inductive reasoning ▪ Metaphysical poetry ▪ Paradox ▪ Personification ▪ Rationalism ▪ Satire ▪ Tragic flaw 	

	<ul style="list-style-type: none"> •
Skills	<ul style="list-style-type: none"> • Read literary and philosophical works from the seventeenth century, with particular attention to questions of reason and emotion. • Explain the idea of reading literature as a quest—for truth, for beauty, and for understanding. • Analyze two philosophical works of the seventeenth century for their treatment of an idea related to human reason. • Write literary and philosophical analyses with a focus on clarity and precision of expression. • Conduct research, online and in libraries, on a particular seventeenth-century author, work, or idea. • Analyze the relationship between reason and emotion as illustrated in literature of the seventeenth century. • Explain the use of satire as a technique to reveal authorial intent.
Assessments	<p>Items in Bold are Mandatory for all 12th grade courses</p> <ul style="list-style-type: none"> • Benchmark assessments • Chapter quizzes • Open-ended short answer responses • End of Unit tests • Rubrics <p>Reading Poetry, Oral Presentation</p> <ul style="list-style-type: none"> • Select a poem or excerpt from a longer poem and recite it from memory. Include an introduction that states: <ul style="list-style-type: none"> • What the excerpt is from • Who wrote it • What kind of poetry it exemplifies and why <p>Reading Poetry, Argument Writing, Informative Writing</p> <p>Analyze “The Flea” by addressing one of the following questions:</p> <ul style="list-style-type: none"> • Why is it considered metaphysical poetry? • How does it use irony to convey its message? • Is it a poem of logic or of emotion? • Use textual evidence to discuss and write an original, concise thesis statement to support your position. <p>Reading Poetry, Informative Writing</p> <ul style="list-style-type: none"> • Analyze “To Daffodils,” “To the Virgins, to Make Much of Time,” and

“To His Coy Mistress.” Compare the message and intention of each. Do these poems appeal to human emotion or human logic to convey their ideas? Use textual evidence from two or more poems to write a comparative essay. Be sure your thesis is specific, concise, and original.

- **Read *The Miser*. How does the plot reveal satire? What values of this time period are being mocked? How does the satire reveal Molière’s point of view? Use textual evidence from the play to support an original, concise thesis statement.**
- Analyze Donne’s “Holy Sonnet 10.” Is the speaker of the poem pious or irreverent with regard to the Church’s teachings? How does the use of personification convey the poem’s message? Why is the poem considered metaphysical? Cite specific textual evidence from the poem to support an original, concise thesis statement.

Reading Poetry, Argument Writing

- **Read Donne’s “Song: Goe, and catche a falling starre.” Is the point of view a cynical one? Or is its point of view realistic? Does it build upon religious views or does it depart from the Church’s teachings? How does emotion affect the logic of the speaker? Use textual evidence to support your position.**
- **Compare and contrast Donne’s “Song: Goe, and catche a falling starre” to Marvell’s “To His Coy Mistress.” How do emotion and logic affect the speaker’s point of view in each poem? How does gender affect the author’s attitudes? Use textual evidence to support an original, concise thesis statement.**

Research, Reading Literature, Reading Informational Text, Informative Writing

- Using multiple texts from this unit and additional sources, discuss how writers of the seventeenth century regard the relationship between reason and emotion. Include an original, concise thesis statement that directly answers the essential question. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, original thinking, the anticipation and addressing of questions or counterclaims, and the proper citation of sources. Your teacher may give you the opportunity to share and refine your initial research questions on the classroom blog in order to get feedback from your classmates.

Reading Literature, Informative Writing

- Read *The Pilgrim’s Progress*. Consider the text as an allegory. What themes do the characters represent? How do these characters work together to create an allegory? What does the allegory reveal about Bunyan’s point of view on religious ideas of the seventeenth century? Use textual evidence from the novel to support an original, concise thesis statement.

Reading Literature, Argument Writing

- Read *Hamlet*. With special consideration to his soliloquies, is Prince Hamlet influenced by his sense of logic or sense of emotion? Use specific textual evidence to

	<p>support your position.</p>
<p>Interventions / differentiated instruction</p>	<ul style="list-style-type: none"> • The All American Reads website, allamericanreads.org/program/strategies, offers reading strategies that can be used to assist struggling and reluctant readers. • Students work in groups, assigning each group a different major character of the novel or tale. • Soapstone technique • Include strategies aimed at assisting English Language Learners <p>~How to develop a lesson plan that includes Ells : http://www.colorincolorado.org/educators/content/lessonplan</p> <p>~ Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers, Shelley Fairbairn and Stephaney Jones-Vo., published May 2010, http://caslonpublishing.com/publication/differentiating-instruction-and-assessment-english/#reviews</p> <p>Accommodations/Modifications</p> <ul style="list-style-type: none"> • Extended time for completion of assignments or tests • Additional time for reading assignments • Time for repeated review or drill • Small groups • Reduction of paper/pencil tasks • Shortened assignments • Assignment notebooks • Study sheets/summary sheets/outlines of most important facts • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Read or paraphrase subject matter • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Overhead/outline for desk use • Credit for class participation, effort and attendance • Additional time for test preparation • Review/testing matched to student pace • Test directions read/explained thoroughly • Oral, short-answer, modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers

<p>Inter-disciplinary Connections</p>	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Reflect on seminar questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing?
<p>Lesson resources</p>	<ul style="list-style-type: none"> • Hamlet and the Elizabethan Revenge Ethic in Text and Film (National Endowment for the Humanities) (RL.11-12.1, RL.11-12.7, RL.11-12.10) • The Flea • To The Daffodils • To the Virgins, to Make Much of Time • To His Coy Mistress • The Miser • Holy Sonnet 10 • The Pilgrim’s Progress • Hamlet
<p>Common Core Standards</p>	
<p>Grade: 12</p>	
<p>Strand(s): Reading Literature Writing Speaking and Listening Language</p>	
<p>Reading Literature: Subgroup: Key Ideas and Details</p> <p>Subgroup: Integration of Knowledge and Ideas</p> <p>Reading Informational Text:</p>	<p>1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>

Language Arts Literacy Curriculum

Unit Title: The Interview		Unit #: 4
Course or Grade Level: English-12, all levels		Length of Time: January 2-23
Date Created: June 20, 2013		BOE Approval Date:
Pacing		
Essential Questions	<ul style="list-style-type: none"> • What are some interviewing techniques to help reduce anxiety? • What interviewers looking for? 	
Content	<ul style="list-style-type: none"> • I. Interview-Preparing a resume, filling out applications, preparing by role playing all the facets of the process, preparing for a media interview. • II. Short research paper on a career of interest 	
Skills	<ul style="list-style-type: none"> • Writing resumes • Speaking under pressure • Research skills • Workplace and argumentative writing • Confidence building • Formal speaking • Conducting research and writing a formal paper 	
Assessments	<ul style="list-style-type: none"> • Mock interviews as interviewer and interviewee • Written interview questions • Teacher and student created rubrics • Research paper • Benchmark tests 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Small groups • Teacher demonstration • Credit for participation and effort 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • History-politics • Theater • Business • Research 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Effective Speech Communication(Third Edition) • Research and develop ideas for interview as interviewer or interviewee. • Write effective resumes • Construct an effective outline in preparation for a debate • Speak appropriately in given situations • Youtube video-Seminar-How to Win Job Interviews • Youtube video-Sample Interview 1 • Youtube video-Sample Interview 2 • Youtube video-Sample Job Interview 	
Common Core State Standards		
Grade: 9-12		
Strand: Reading Literature Writing Speaking and Listening Language		
Category: Reading Literature	#. Standard: 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem	

<p>Writing</p>	<p>8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses)</p> <p>10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>
<p>Speaking and Listening</p>	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, wellreasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decisionmaking, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a</p>

Language	<p>range of formal and informal tasks.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (</p>
	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>

Career and College Readiness Anchor Standards: Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.
- *Please see "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for

reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expre							
<u>21st Century Themes</u>							
	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy	x	Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
	Media Literacy	x	ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Language Arts Curriculum	
Unit Title: Eighteenth and Early Nineteenth Century	Unit #:5
Course or Grade Level: 12	Length of Time: February 1-March 15
Date Created: June 20, 2013	BOE Approval Date:
Pacing	Thirty days
Essential Questions	<ul style="list-style-type: none"> • How does Romanticism manifest itself in today's world? • Why is the message of Romanticism almost religious in nature?
Content	<ul style="list-style-type: none"> ○ Allegory ○ Allusion ○ Assonance ○ Defamiliarization ○ Digression ○ Elegy ○ Grotesque ○ Metaphor ○ Moral imperative ○ Narrative devices ○ Pastoral ○ Satire ○ Science fiction ○ Sturm und drang ○ Supernatural ○ Tall tale ○ Unreliable narrator
Skills	<ul style="list-style-type: none"> • Read fiction, drama, poetry, biography, and autobiography from the eighteenth and

	<p>early nineteenth centuries.</p> <ul style="list-style-type: none"> ● Consider the relationship between art and nature in these works. ● Observe narrative digressions, idiosyncrasies, exaggerations, and biases. ● Consider the dual role of the narrator as a character and as a storyteller. ● Consider the role of the supernatural in the literary works read in this unit. ● Write a story in which they practice some of the narrative devices they have observed in this unit. ● Explore and analyze some of the philosophical ideas in the literary texts—questions of free will, fate, human conflict, and loss. ● Consider the difference between natural and forced language, as explained by Wordsworth. ● Consider both the common tendencies of works of this period and the contradictions, exceptions, and outliers. ● Participate in a seminar discussion in which a philosophical question is explored in relation to a specific text.
<p>Assessments</p>	<p>Items in Bold are Mandatory for all 12th grade courses</p> <ul style="list-style-type: none"> ● Benchmark assessments ● Chapter quizzes ● Open-ended short answer responses ● End of Unit tests ● Rubrics <p>Reading Poetry, Oral Presentation</p> <ul style="list-style-type: none"> ● Recite one of the poems in this unit from memory. Include an introduction that discusses how the poem relates to the natural world. ● Seminar: How does Tennyson’s In Memoriam A.H.H. use nature to express metaphorically human feelings and emotions? What point of view is Tennyson revealing? Use textual evidence from the poem to support an original, concise thesis statement. <p>Reading Poetry, Argument Writing</p> <ul style="list-style-type: none"> ● Seminar: Explicate "Ode on Indolence." Agree or disagree with Keats: "This (Indolence) is the only happiness; and is a rare instance of advantage in the body overpowering the Mind." Use textual evidence to support your position. <p>Reading Poetry, Informative Writing</p> <ul style="list-style-type: none"> ● Seminar: Read the poems “London, 1802” and “The Deserted Village.” What values and concerns do they share? Cite specific evidence from both texts to support an original, concise thesis statement.

	<ul style="list-style-type: none"> • Read selected poems from Blake’s Songs of Innocence and Experience. Consider biblical allusion to explain the relationship between Innocence and Paradise. How is Experience a metaphor for the Fall of Man? Use textual evidence from the poems selected to create an original, concise thesis statement. <p>Reading Literature, Informative Writing</p> <ul style="list-style-type: none"> • Seminar: What point of view is revealed by Swift’s allegory in Gulliver’s Travels? How does his allegory satirize human behavior and human history? Are Swift’s views reflective of the beliefs of his day? Use textual evidence to support an original, concise thesis statement. • Compare and contrast the themes found in Gulliver’s Travels and “Micromégas.” Do the texts share similar messages? Do they use satire in the same way? How does Swift’s allegory compare to Voltaire’s science fiction? Use evidence from both texts and organize in a comparative essay. Include an original, concise thesis statement. <ul style="list-style-type: none"> • Research, Reading Literature, Informative Writing Using specific evidence from various sources studied in this unit write a research paper that answers the essential question: What role does nature play in eighteenth- and early nineteenth-century literature? Include an original, concise thesis statement to answer this essential question. <p>Speaking and Listening</p> <p>Reflect on seminar questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing?</p>
Interventions / differentiated instruction	<p>Accommodations/Modification</p> <ul style="list-style-type: none"> • Extended time for completion of assignments or tests • Additional time for reading assignments • Time for repeated review or drill • Small groups • Reduction of paper/pencil tasks • Shortened assignments • Assignment notebooks • Study sheets/summary sheets/outlines of most important facts • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Read or paraphrase subject matter • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices

	<ul style="list-style-type: none"> • Overhead/outline for desk use • Credit for class participation, effort and attendance • Additional time for test preparation • Review/testing matched to student pace • Test directions read/explained thoroughly • Oral, short-answer, modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers •
Inter-disciplinary Connections	<ul style="list-style-type: none"> • History-Influence of the American and French Revolutions, and science on Romantic ideas
Lesson resources	<ul style="list-style-type: none"> • Literary websites. • Gulliver’s Travels • <u>William Blake’s Notebook</u> (Online Gallery: Turning the Pages) (British Library) • “Auguries of Innocence” and Songs of Innocence and of Experience (William Blake) (EA) (selected poems) • In Memoriam A. H. H.(Alfred, Lord Tennyson) • “Ode on Indolence” and “Ode on a Grecian Urn” (John Keats) (excerpts) • “The Deserted Village” (Oliver Goldsmith) • “Tintern Abbey,” “London, 1802,” “The World is Too Much with Us,” “Ode: Intimations of Immortality” (William Wordsworth) (excerpts)
Common Core Standards	
Grade:12 Strand(s): Reading Literature Writing Speaking and Listening Language	
Reading Literature Subgroup: Key Ideas and Details	<p>2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>
Reading Informational Text	

<p>Subgroup: Craft and Structure</p>	<p>5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>
<p>Writing Subgroup: Text types and Purposes</p> <p>Research to build and Presentt Knowledge</p>	<p>3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and imitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
<p>Language Subgroup: Conventions of Standard English</p>	<p>2(a,b): Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

x	Creativity and Innovation		Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
x	Media Literacy		ICT Literacy		Life and Career Skills		

Unit Title: The Twentieth Century		Unit #: 6
Course or Grade Level: 12		Length of Time: May 1- June 5
Date Created: April 18,2012		BOE Approval Date:
Pacing	20 days	
Essential Questions	<ul style="list-style-type: none"> • What are the problems with creating a perfect society? • How does historical context affect a story or theme? 	
Content		
Skills	<ul style="list-style-type: none"> • Consider aspects of modernism (such as anxiety) in their historical context. • Explain both the breakdown and affirmation of form and meaning in modernist literature. • Analyze dystopian literature, considering the problems inherent in fashioning a perfect person or society. • Explain how poems in this unit reflect on poetry itself and its possibilities. • Examine the implications of modern versions of classical works. • Identify and explain the musical allusions and their meanings in twentieth-century poetical works in seminars. • Pursue focused questions in depth over the course of one or two class sessions. • Explain absurdist and existential philosophy as it applies to literature and theatre. 	
Assessments	<ul style="list-style-type: none"> • Benchmark assessments • Chapter quizzes • Open-ended short answer responses • End of Unit tests • Rubrics <p>Research, Reading Literature, Informative Writing</p> <ul style="list-style-type: none"> • Using texts from this unit or additional outside sources, write a research paper that answers the essential question: Why (in literature) might the twentieth century be regarded as the Age of Anxiety? Use textual evidence to support an original thesis statement designed to answer this question. The paper should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, original thinking, the anticipation and addressing of questions or counterclaims, and the proper citation of sources. Your teacher may give you the opportunity to share and refine your initial research questions on the classroom blog in order to get feedback from your classmates. <p>Reading Literature, Oral Presentation</p> <ul style="list-style-type: none"> • Memorize and recite a one- to two-minute passage from one of the texts. Include an introduction that discusses one of the following issues: <p>How the passage deals with the question of meaning and meaninglessness</p>	

	<p>How the passage comments, directly or indirectly, on historical events</p> <p>Reading Poetry, Informative Writing</p> <ul style="list-style-type: none"> • How did Sassoon’s war-era poetry contribute to the shaping of existentialism as a philosophy? Write an essay that uses specific textual evidence to support an original, concise thesis statement. <p>Reading Poetry, Argument Writing</p> <ul style="list-style-type: none"> • <i>Seminar</i>: “The Second Coming” is an allegorical poem that describes the state of Europe after World War I. How do the metaphors in the poem convey meaning? Does the poem reveal an existential world view? Why or why not? Write an essay that uses specific textual evidence to support your position.
<p>Interventions / differentiated instruction</p>	<ul style="list-style-type: none"> • The All American Reads website, allamericanreads.org/program/strategies, offers reading strategies that can be used to assist struggling and reluctant readers. • Students work in groups, assigning each group a different major character of the novel or tale. • Soapstone technique • Include strategies aimed at assisting English Language Learners <p>~How to develop a lesson plan that includes Ells : http://www.colorincolorado.org/educators/content/lessonplan</p> <p>~ Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers, Shelley Fairbairn and Stephaney Jones-Vo., published May 2010, http://caslonpublishing.com/publication/differentiating-instruction-and-assessment-english/#reviews</p> <p>Accommodations/Modifications</p> <ul style="list-style-type: none"> • Extended time for completion of assignments or tests • Additional time for reading assignments • Time for repeated review or drill • Small groups • Reduction of paper/pencil tasks • Shortened assignments • Assignment notebooks • Study sheets/summary sheets/outlines of most important facts • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Read or paraphrase subject matter • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Overhead/outline for desk use

	<ul style="list-style-type: none"> ● Credit for class participation, effort and attendance ● Additional time for test preparation ● Review/testing matched to student pace ● Test directions read/explained thoroughly ● Oral, short-answer, modified tests ● Tutoring assistance (peer, pal, teacher, etc.) ● Emphasis on successes ● Graphic Organizers ●
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Inter-disciplinary Connections	<i>History-20th century world at war and its influence on literature, depression</i>
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Lesson resources	<ul style="list-style-type: none"> ● Letters to a Young Poet (<i>Rainer Maria Rilke</i>) ● The Courage to Be (<i>Paul Tillich</i>) (<i>excerpts</i>) ● The Ego and the Id (<i>Sigmund Freud</i>) (<i>excerpts</i>) ● Speech: “Their Finest Hour” (House of Commons, June 18, 1940) (Winston Churchill) (EA) Poetry ● “Archaic Torso of Apollo” (Rainer Maria Rilke) ● “Conversation with a Stone” (Wisława Szymborska) ● “Counter-Attack” (Siegfried Sassoon) ● “Dreamers” (Siegfried Sassoon) ● Four Quartets (T. S. Eliot) (EA) ● Poem of the Deep Song (Federico García Lorca) (selections) ● “Suicide in the Trenches” (Siegfried Sassoon) ● The Age of Anxiety: A Baroque Eclogue (W.H. Auden) (EA) ● “The Daffodil Murderer” (Siegfried Sassoon) ● “The Darkling Thrush” (Thomas Hardy) ● “The Old Huntsman” (Siegfried Sassoon) ● “The Second Coming” (William Butler Yeats) ● The Wasteland (T. S. Eliot) (EA)
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Common Core Standards

Grade:12

Strand(s): Reading Literature
 Writing
 Speaking and Listening
 Language

<p>Reading Literature Subgroup: Key Ideas and Details</p> <p>Craft and Structure</p> <p>Range of Reading and Level of Text Complexity</p> <p>Reading Informational Text Subgroup: Craft and Structure</p>	<p>3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama</p> <p>6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>10: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p>11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>
<p>Writing Subgroup: Research to Build and Present Knowledge</p>	<p>7 : Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
<p>Speaking and Listening Subgroup: Comprehension and Collaboration</p>	<p>1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>

Language Subgroup: Vocabulary Acquisition and Use	L1-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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21st Century Themes

	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
	Media Literacy	x	ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Language Arts Curriculum**

Unit Title: The Twentieth Century	Unit #: 7
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Course or Grade Level: 12	Length of Time: May 1- June 5
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Date Created: April 18, 2012	BOE Approval Date:
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Pacing	20 days
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Essential Questions	<ul style="list-style-type: none"> • What are the problems with creating a perfect society? • How does historical context affect a story or theme?
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Content	
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Skills	<ul style="list-style-type: none"> • Consider aspects of modernism (such as anxiety) in their historical context. • Explain both the breakdown and affirmation of form and meaning in modernist literature. • Analyze dystopian literature, considering the problems inherent in fashioning a perfect person or society. • Explain how poems in this unit reflect on poetry itself and its possibilities. • Examine the implications of modern versions of classical works. • Identify and explain the musical allusions and their meanings in twentieth-century poetical works in seminars. • Pursue focused questions in depth over the course of one or two class sessions. • Explain absurdist and existential philosophy as it applies to literature and theatre.
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<p>Assessments</p>	<ul style="list-style-type: none"> • Benchmark assessments • Chapter quizzes • Open-ended short answer responses • End of Unit tests • Rubrics <p>Research, Reading Literature, Informative Writing</p> <ul style="list-style-type: none"> • Using texts from this unit or additional outside sources, write a research paper that answers the essential question: Why (in literature) might the twentieth century be regarded as the Age of Anxiety? Use textual evidence to support an original thesis statement designed to answer this question. The paper should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, original thinking, the anticipation and addressing of questions or counterclaims, and the proper citation of sources. Your teacher may give you the opportunity to share and refine your initial research questions on the classroom blog in order to get feedback from your classmates. <p>Reading Literature, Oral Presentation</p> <ul style="list-style-type: none"> • Memorize and recite a one- to two-minute passage from one of the texts. Include an introduction that discusses one of the following issues: <p>How the passage deals with the question of meaning and meaninglessness How the passage comments, directly or indirectly, on historical events</p> <p>Reading Poetry, Informative Writing</p> <ul style="list-style-type: none"> • How did Sassoon’s war-era poetry contribute to the shaping of existentialism as a philosophy? Write an essay that uses specific textual evidence to support an original, concise thesis statement. <p>Reading Poetry, Argument Writing</p> <ul style="list-style-type: none"> • <i>Seminar</i>: “The Second Coming” is an allegorical poem that describes the state of Europe after World War I. How do the metaphors in the poem convey meaning? Does the poem reveal an existential world view? Why or why not? Write an essay that uses specific textual evidence to support your position.
<p>Interventions / differentiated instruction</p>	<ul style="list-style-type: none"> • The All American Reads website, allamericanreads.org/program/strategies, offers reading strategies that can be used to assist struggling and reluctant readers. • Students work in groups, assigning each group a different major character of the novel or tale. • Soapstone technique • Include strategies aimed at assisting English Language Learners <p>~How to develop a lesson plan that includes Ells : http://www.colorincolorado.org/educators/content/lessonplan ~ Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers, Shelley Fairbairn and Stephaney Jones-Vo., published May 2010,</p>

	<p>http://caslonpublishing.com/publication/differentiating-instruction-and-assessment-english/#reviews</p> <p>Accommodations/Modifications</p> <ul style="list-style-type: none"> • Extended time for completion of assignments or tests • Additional time for reading assignments • Time for repeated review or drill • Small groups • Reduction of paper/pencil tasks • Shortened assignments • Assignment notebooks • Study sheets/summary sheets/outlines of most important facts • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Read or paraphrase subject matter • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Overhead/outline for desk use • Credit for class participation, effort and attendance • Additional time for test preparation • Review/testing matched to student pace • Test directions read/explained thoroughly • Oral, short-answer, modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers •
<p>Inter-disciplinary Connections</p>	<p><i>History-20th century world at war and its influence on literature, depression</i></p>
<p>Lesson resources</p>	<ul style="list-style-type: none"> • Letters to a Young Poet (<i>Rainer Maria Rilke</i>) • The Courage to Be (<i>Paul Tillich</i>) (<i>excerpts</i>) • The Ego and the Id (<i>Sigmund Freud</i>) (<i>excerpts</i>) • Speech: “Their Finest Hour” (House of Commons, June 18, 1940) (Winston Churchill) (EA) Poetry • “Archaic Torso of Apollo” (Rainer Maria Rilke) • “Conversation with a Stone” (Wisława Szymborska) • “Counter-Attack” (Siegfried Sassoon) • “Dreamers” (Siegfried Sassoon) • Four Quartets (T. S. Eliot) (EA)

	<ul style="list-style-type: none"> ● Poem of the Deep Song (Federico García Lorca) (selections) ● “Suicide in the Trenches” (Siegfried Sassoon) ● The Age of Anxiety: A Baroque Eclogue (W.H. Auden) (EA) ● “The Daffodil Murderer” (Siegfried Sassoon) ● “The Darkling Thrush” (Thomas Hardy) ● “The Old Huntsman” (Siegfried Sassoon) ● “The Second Coming” (William Butler Yeats) ● The Wasteland (T. S. Eliot) (EA)
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Common Core Standards

Grade:12

Strand(s): Reading Literature
 Writing
 Speaking and Listening
 Language

<p>Reading Literature Subgroup: Key Ideas and Details</p> <p>Craft and Structure</p> <p>Range of Reading and Level of Text Complexity</p> <p>Reading Informational Text Subgroup: Craft and Structure</p>	<p>3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama</p> <p>6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>10: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p>11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>
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<p>Writing Subgroup: Research to Build and Present Knowledge</p>	<p>7 : Conduct short as well as more sustained research</p>
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projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Speaking and Listening
Subgroup:
Comprehension and Collaboration

Language
Subgroup:
Vocabulary Acquisition and Use

1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

21st Century Themes

	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration	x	Information Literacy
	Media Literacy	x	ICT Literacy		Life and Career Skills		