



Township Public Schools

**Wayne, New Jersey**

**English / Language Arts**

**British Literature**

**Grade 11**

**August 2022**

**Revised**

Dr. Mark Toback, Superintendent

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This curriculum may be modified through varying techniques, strategies,  
and materials

as per an individual student's Individualized Educational Plan (IEP)

**Wayne School District  
Curriculum Format**

<b>Content Area/ Grade Level/ Course:</b>	<b>Language Arts Literacy 11 British Literature</b>
<b>Unit Plan Title:</b>	<b>Anglo-Saxon Literature</b> <i>Suggested Themes: Good vs Evil, The Nature of the Hero, Journeys and Quests</i> <i>Important Literary Structures: Epic Hero, Anti-Hero, Perspective, Biblical Allusions</i>
<b>Time Frame</b>	10 weeks
<b>Anchor Standards/Domain*</b>	
<p><b>English Language Arts Standards for Reading</b></p> <p><b><i>Key Ideas and Details</i></b></p> <ol style="list-style-type: none"> <li>1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 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.</li> </ol> <p><b><i>Craft and Structure</i></b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>6. Assess how point of view or purpose shapes the content and style of a text.</li> </ol> <p><b><i>Integration of Knowledge and Ideas</i></b></p> <ol style="list-style-type: none"> <li>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li>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.</li> </ol>	

9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

### ***Range of Reading and Level of Text Complexity***

10. Read and comprehend complex literary and informational texts independently and proficiently.

## **English Language Arts Standards for Writing**

### ***Text Types and Purposes***

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 and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### ***Production and Distribution of Writing***

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### ***Research to Build and Present Knowledge***

7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, 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.

### ***Range of Writing***

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **English Language Arts Standards for Speaking and Listening**

### ***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.

## **English Language Arts Standards for Language**

### ***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 word relationships and nuances in word meanings.

## **Standard Numbers**

## **English Language Arts, Standards for Reading Literature, Grades 11-12**

### ***Key Ideas and Details***

RL.11-12.1-3.

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly and relevant connections as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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.
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).

### ***Craft and Structure***

RL.11-12.4-6.

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; (e.g., Shakespeare as well as other authors).
5. Analyze how an author's choices concerning 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.
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).

### ***Integration of Knowledge and Ideas***

RL.11-12.7-8.

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; (e.g., Shakespeare and other authors).

### ***Range of Reading and Level of Text Complexity***

RL.11-12. 9.

9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RL.11-12.10.

10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

## **English Language Arts, Reading Informational Text, Grades 11-12**

### ***Key Ideas and Details***

- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. 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.

### ***Craft and Structure***

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.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.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

### ***Integration of Knowledge and Ideas***

RI.11-12.7. 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.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global 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., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

#### **Range of Reading and Level of Text Complexity**

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

## **English Language Arts, Standard for Writing, Grades 11-12**

### ***Text Types and Purposes***

W.11-12.1-3.

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

b. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.

c. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

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.

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.

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.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### ***Production and Distribution of Writing***

W.11-12.4-6

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience; (editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 11).
6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.

### ***Research to Build and Present Knowledge***

W.11-12.7-9

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.
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 (MLA or APA Style Manuals).
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
  - b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

### ***Range of Writing***

W.11-12.10.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **English Language Arts, Standards for Speaking and Listening, Grades 11-12**

### ***Comprehension and Collaboration***

SL.11-12.1-3.

1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on *grade 11 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.



- 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, well- reasoned exchange of ideas.
  - b. Collaborate with peers to promote civil, democratic discussions and decision making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
  - 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.
  - 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.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
  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.

### ***Presentation of Knowledge and Ideas***

SL.11-12.4-6.

4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
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.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

### **English Language Arts, Standards for Language, Grades 11-12**

#### ***Conventions of Standard English***

L.11-12.1-6

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 expression.

### **Career Readiness and Interdisciplinary Connections**

#### **Career Readiness Practice**

Act as a responsible and contributing citizen and employee.

Apply appropriate academic and technical skills.

Communicate clearly and effectively and with reason.

Consider the environmental, social and economic impacts of decisions.

Demonstrate creativity and innovation.

Employ valid and reliable research strategies.

Utilize critical thinking to make sense of problems and persevere in solving them.

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity.

Work productively in teams while using cultural global competence.

#### **Career Readiness Standards**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

### **Unit Summary**

Throughout this unit, students will be introduced to the literature and culture of the Anglo-Saxon time period (tribal, warrior, pagan, Christian) with specific emphasis on the how the concept of the hero, quest narrative, epic tradition, religious belief, and spiritual struggle caused by the presence of “good” and “evil” are reflected and function within each work. Students will study literary elements (e.g. epitaph, kenning, “bob and wheel,” the anti-hero) in order to develop a deeper understanding of each author’s craft and how these elements function within each work. Students will develop comprehension strategies such as summarizing, making inferences, predicting and confirming, asking questions, and determining important ideas as they read various texts. Finally, students will be introduced to literary theories—especially Carl Jung’s theory of archetypes—and apply these theories to targeted texts in order to understand that any work can be analyzed in a number of ways.

### **Essential Question(s)**

- How does the protagonist’s journey ultimately change his or her view of the world/society?
- Can a character’s motivations be explained through cultural or universal norms?

- How does one’s perspective alter the definition of good and evil?
- What are the factors that move individuals, communities, or nations to great sacrifice and what are the consequences?
- Does nature or nurture determine a person’s destiny?

**Enduring Understandings**

- Appreciate the impact of cultural and universal norms on a literary character’s motivations.
- Understand the literary traditions of British epic poetry and their function within the time period.
- Recognize the nuances between the anti-heroic and heroic qualities in British fiction of a particular literary period.
- Apply hermeneutical theories to analyze different literary texts.
- Develop clear, mature arguments based on fate versus free will polemic.
- Recognize, understand and appreciate how specific literary devices function and enhance particular works.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
X	<b>Global Awareness</b>	E, T	<b>Creativity and Innovation</b>
	<b>Environmental Literacy</b>	E, T, A	<b>Critical Thinking and Problem Solving</b>
	<b>Health Literacy</b>	E, T, A	<b>Communication</b>
X	<b>Civic Literacy</b>	E, T	<b>Collaboration</b>
	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

- Define, identify, compare and contrast, various literary devices:
  - Kenning, epitaph, “bob and wheel,” epic characteristics
- Recognize point of view and how it may alter plot and affect reader’s experience.
- Identify internal and external conflict.
- Identify various themes and how the function within each text.
- Understand how the Anglo-Saxon culture is exhibited through its literature:
  - Values, morals, warrior culture
  - The influence of religion and the eventual abandonment of paganism due to the spread of Christianity
  - The Viking tradition (e.g. Valhalla, *wergild*, *wyrd*)

- Recognize the literal and figurative journeys present in quest narratives.
- Identify different literary theories to gain a deeper understanding of literature.
- Students will be able to analyze the role the setting (environment, society, or government) has on the decisions of the characters and plot development and make connections to real world examples.
- Apply these theories to create a personal interpretation of the text.
- Honors: understand Jungian archetypes and how this affects the narrative

### Assessments (Pre, Formative, Summative, Other)

#### Reading

- Students will show evidence of close/active reading with annotations within respective literary works.
- Students will compare and contrast a text and a film version of the same story and evaluate the impact of the changes on the reader (e.g. a comparison of the original *Beowulf* text with Robert Zemeckis' 2007 animated film).
- Students will examine varied text structures on the same theme and discuss how the structure affects the meaning.
- Students will complete a Unit Assessment that illustrates their understanding of the covered material in various formats (e.g. analytical essays, open-ended questions, multiple choice questions, quote identification and significance).

#### Writing

- Students' progress will be assessed by teacher tracking, conferencing, peer-editing, revising.
- Students will use primary/secondary textual evidence to validate a particular thesis.
- Students will understand and apply MLA format when appropriate.
- Students will develop original prose while avoiding plagiarism.

#### **Additional assessments may include but are not limited to the following:**

- Research projects
- Teacher created quizzes and tests
- Journal entries (e.g. reader response journals)
- Presentations (e.g. PowerPoint with video and/or audio components)
- Creative original projects (e.g. rewriting key scenes, extending/rewriting the ending, creating a multimedia interpretation)
- Online assessments

### Teaching and Learning Activities

*Activities*

Activities denoted with an \* address the skills outline in the [Career Ready Practices](#).

- Analyze a text by citing textual evidence and making inferences.\*
- Use the context of a text to interpret figurative language.

	<ul style="list-style-type: none"> <li>● Navigate a text and demonstrate an understanding of theme, central ideas and text development.</li> <li>● Discuss and respond to text orally and in writing.</li> <li>● Make connections between text theme and its characters, setting and plot.</li> <li>● Compare and contrast the structure of two or more texts and analyze how the differing structures contribute to its meaning and style.</li> <li>● Analyze how different time periods offer psychological differences in the characters' points of view (e.g. <i>Beowulf</i> and <i>Grendel</i>).</li> <li>● Analyze the extent to which a filmed or live production of a story stays faithful to or departs from the text.</li> <li>● Emphasize strong writing skills (e.g. composition of effective introductions and conclusions; use of appropriate transitions; application of relevant, grade- appropriate grammar and diction; mastery of NJGPA-related skills; support for an arguable thesis; recognition of a word's connotation, denotation, etymology).*</li> <li>● Use technology for students to share ideas and thoughts as they interact and collaborate, peer-edit (e.g., Google docs).*</li> </ul>
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> <li>● Based upon ICS teacher's recommendation</li> <li>● Mixed grouping by interest or ability</li> <li>● Leveled materials and tiered assignments</li> <li>● Small group or one-to-one remediation as necessary</li> <li>● Guided research during projects and papers</li> <li>● Guided comprehension using direct instruction of reading strategies – before, during and after reading <ul style="list-style-type: none"> <li>○ Monitor metacognition</li> <li>○ Guided visualization</li> <li>○ Access prior knowledge</li> <li>○ Guided summary</li> </ul> </li> <li>● Audio version of literature with or without read along material</li> <li>● Support concepts with video with or without read along material</li> <li>● Provide options for performance assessments <ul style="list-style-type: none"> <li>○ Projects</li> <li>○ Alternative test formats</li> <li>○ Varied writing formats</li> <li>○ Presentations</li> <li>○ Oral assessments</li> </ul> </li> <li>● Allow the use of technological support whenever possible/necessary – computers, word processors, tablets, and/or other mobile devices</li> </ul>

	<ul style="list-style-type: none"> <li>● Strategy and flexible groups based on formative assessment or student choice</li> <li>● One:One conferring with teacher</li> <li>● Choice of narrative or persuasive text composition</li> <li>● Differentiated checklists and rubrics (if appropriate)</li> <li>● Student selected goals for writing</li> <li>● Level of independence</li> <li>● Craft additional leads and endings for mentor texts</li> <li>● Consult mentor texts to support writing</li> <li>● ELL Supports and Extension activities are included with each lesson</li> <li>● <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>● <a href="#">Differentiation Strategies for ELL Students</a></li> <li>● <a href="#">Differentiation Strategies for At Risk Students</a></li> </ul>
<i>Honors</i>	<ul style="list-style-type: none"> <li>● Teachers may utilize more than one novel throughout unit exploration to provide additional depth</li> </ul>

## Resources

*In addition to required texts\*, suggested for Honors\*\*, may include, but is not limited to:*

- *Beowulf\**--translated by either Seamus Heaney or Burton Raffel
- *Critical Encounters in High School English*—Deborah Appleman
- *Dracula*—Bram Stoker
- *Grendel\*\**—John Gardner
- *The Language of Literature (British Literature)*—McDougal Littell Publisher, 2002
- *The Screwtape Letters* -- C. S. Lewis
- *The Kite Runner* – Khaled Hosseini--(paired as quest narrative)
- *A Town Like Alice*—Neville Shute
- Film version of a chosen novel

### Technology Resources:

- Netflix
- Available Technology including Chromebooks, Google Classroom, Google Apps, Turnitin.com
- Library Research Databases

Website Resources: for all units.

- [www.Kahoot.com](http://www.Kahoot.com)
- [www.vocabulary.com](http://www.vocabulary.com)

- <http://www.socrative.com/>
- <https://newsela.com/>
- <http://web.seesaw.me/>
- <http://www.livebinders.com/>
- <http://generator.acmi.net.au/storyboard/>
- <https://education.microsoft.com/skypeintheclassroom>
- <http://storybird.com/educators/>
- <http://www.storyjumper.com/>
- <https://penzu.com/>
- <http://www.comicmaster.org.uk/>
- <https://quizlet.com/>
- OWL at Purdue
- Youtube.com
- Chompchomp.com
- Moma.org
- Vos.ursb.edu (Voice of the Shuttle)

**Wayne School District  
Curriculum Format**

<b>Content Area/ Grade Level/ Course:</b>	<b>Language Arts Literacy Block</b> <b>11</b> <b>British Literature</b>
<b>Unit Plan Title:</b>	<b>Medieval Literature</b> <i>Suggested Themes: Class Structure, Gender Roles</i> <i>Important Literary Structures: Frame Story, Satire, Perspective, Characterization</i>
<b>Time Frame</b>	<b>10 Weeks</b>

**Anchor Standards/Domain**

**ELA Standards for Reading Literature**

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections 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 media and formats, 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 and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**Range of Reading and Level of Text Complexity**

1. Read and comprehend complex literary and informational texts independently and proficiently.



## **ELA Standards for Writing**

### **Text Types and Purposes**

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 and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, 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.

### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **ELA Standards for Speaking and Listening**

### **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**

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.

## **ELA Standards for Language 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 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 encountering an unknown term important to comprehension or expression

## **Standard Number(s)**

## **English Language Arts, Standards for Reading Literature, Grades 11-12**

### ***Key Ideas and Details***

RL.11-12.1-3.

1. Cite strong and thorough textual evidence and make relevant connections 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.
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.
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).

### ***Craft and Structure***

RL.11-12.4-6.

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; (e.g., Shakespeare and other authors).
5. Analyze how an author's choices concerning 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.
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).

### ***Integration of Knowledge and Ideas***

RL.11-12.7-8.

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).

### ***Range of Reading and Level of Text Complexity***

RL.11-12. 9.

9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

## **English Language Arts, Reading Informational Text, Grades 11-12**

### ***Key Ideas and Details***

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. 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.

### ***Craft and Structure***

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.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.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

### ***Integration of Knowledge and Ideas***

RI.11-12.7. 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.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global 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., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Range of Reading and Level of Text Complexity

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

## **English Language Arts, Standard for Writing, Grades 11-12**

### ***Text Types and Purposes***

W.11-12.1-3.

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - 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.
  - b. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.
  - c. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding paragraph or section that follows from and supports the argument presented.
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.
  - 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.
  - 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.
  - 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.
  - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### ***Production and Distribution of Writing***

W.11-12.4-6

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience; (editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12).

6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.

### ***Research to Build and Present Knowledge***

W.11-12.7-9

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.

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 (MLA or APA Style Manuals).

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
- b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

### ***Range of Writing***

W.11-12.10.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **English Language Arts, Standards for Speaking and Listening, Grades 11-12**

#### ***Comprehension and Collaboration***

SL.11-12.1-3.

1. Initiate and participate effectively in a range of peer discussions (one on-one, in groups, and teacher-led) with diverse partners on *grade 11 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
  - 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, well- reasoned exchange of ideas.
  - b. Collaborate with peers to promote civil, democratic discussions and decision making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
  - 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.
  - 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.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, 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.
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.

#### ***Presentation of Knowledge and Ideas***

SL.11-12.4-6.

4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience
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.

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **English Language Arts, Standards for Language, Grades 11-12**

### ***Conventions of Standard English***

L.11-12.1-6

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 expression.

## **Career Readiness and Interdisciplinary Connections**

### **Career Readiness Practices**

Act as a responsible and contributing citizen and employee.

Apply appropriate academic and technical skills.

Communicate clearly and effectively and with reason.

Consider the environmental, social and economic impacts of decisions.

Demonstrate creativity and innovation.

Employ valid and reliable research strategies.

Utilize critical thinking to make sense of problems and persevere in solving them.

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity.

Work productively in teams while using cultural global competence.

### **Career Readiness Standards**



9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

### **Interdisciplinary Connections**

6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.

### **Unit Summary**

Students will compare the literature of the Medieval Time Period to the previous Anglo-Saxon Time Period. They will identify the effect that the change in time has to the change in the writing. New morals, values, themes, and writing structures are a result of this progression in time. This historical understanding will serve as the foundation upon which to study other literature that is related through theme or writing style. This “across the time period” approach will allow students to recognize that although things change over time, many things still stay the same. For example, although the roles have changed, there are still assumptions made about a person’s role in society based on elements like gender and class.

These themes are enhanced through the writing structure. The use of satire is an essential link between the unrest of the time period and the text written. The frame story structure shows the effect of the change of perspective while remembering the author’s intent of the text. This stylistic choice is used in similar ways for different purposes. It is the goal of the teacher to present the connection between plot, theme, and structure

### **Essential Question(s)**

- How does time period impact the text?
- How does structure enhance the text?
- How does society define a person’s role?
- How does a character’s role in society affect the perspective?
- Why must bias be recognized when analyzing literature?
- What is the author’s intent in writing the text?

### **Enduring Understandings**

- Historical context has an effect on the creation and analysis of literature.



- The author’s development of a character has a direct correlation to the character’s perspective.
- Writing structure is a purposeful and thoughtful decision that assists the author in accomplishing his/her goal for the text.
- While stereotypes of the time period, author, and characters have an effect on the text, readers must acknowledge their own bias.
- Literature is not only a result of the time period; it also has the opportunity to alter the society.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input type="checkbox"/>	<b>Global Awareness</b>	<input type="checkbox"/> E, A	<b>Creativity and Innovation</b>
<input type="checkbox"/>	<b>Environmental Literacy</b>	<input type="checkbox"/> E, T,A	<b>Critical Thinking and Problem Solving</b>
<input type="checkbox"/>	<b>Health Literacy</b>	<input type="checkbox"/> E, T,A	<b>Communication</b>
<input checked="" type="checkbox"/>	<b>Civic Literacy</b>	<input type="checkbox"/> E, A	<b>Collaboration</b>
<input type="checkbox"/>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

- Study the historical context in which the literature was created
  - What changes have occurred?
  - What problems are the people facing?
  - What improvements have been made to the previous time period?
- Compare and contrast various pieces of literature from different time periods
- Identify the elements that an author uses to develop and create a character
  - Physical description
  - Emotional description
  - Role in society
- Analyze characters to determine what makes them interesting and complex/simple
- Consider the influence of class and gender roles in the creation of the character
- Define and identify the structure of the frame story
  - Effect on perspective
- Define and identify the use of satire and satirical elements
  - Assess the effectiveness of this strategy
- Define and identify the use of irony to create a satire
- Use strategies to develop new concepts from reading, listening and discussing texts, i.e.
  - Identify issues in a text
  - Consider what the author is trying to say

- Engage effectively in a variety of collaborative discussions
- Confer and collaborate with teacher and peers
- Compare and contrast non-fiction literature to fictional literature that share a common element
- Students will be able to analyze the role the setting (environment, society, or government) has on the decisions of the characters and plot development and make connections to real world examples.

**Assessments (Pre, Formative, Summative, Other)      Denote required common assessments with an \***

Reading

- Students will compare and contrast a text and a film version of the same story and evaluate the impact of the changes on the reader.
  - Students will correlate the historical influence on the literature.
  - Students will identify the satirical elements presented in the text.
  - Students will recognize the influence of writing structure on a text.
  - Students will show evidence of close/active reading with annotations within respective literary works.
- \* Students will complete a Unit Assessment that illustrates their understanding of the covered material in various formats (e.g. analytical essays, open-ended questions, multiple choice questions, quote identification and significance).

Writing

- Students will create a satire that focuses on a specific concern regarding the current society.
- Students will create a fictional writing that demonstrates the various forms of characterization in the structure of a frame story.
- Students’ progress will be assessed teacher tracking, conferencing, peer-editing, revising.
- Students will use primary/secondary textual evidence to validate a particular thesis.
- Students will understand and apply MLA format when appropriate.
- Students will develop original prose while avoiding plagiarism.

**Additional assessments may include but are not limited to the following:**

- Research projects
- Teacher created quizzes and tests
- Journal entries (e.g. reader response journals)
- Presentations (e.g. PowerPoint with video and/or audio components)
- Creative original projects (e.g. rewriting key scenes, extending/rewriting the ending, creating a multi-media interpretation)

**Teaching and Learning Activities**

*Activities*

Activities denoted with an \* address the skills outline in the [Career Ready Practices](#).

	<ul style="list-style-type: none"> <li>● Analyze the elements of different types of Point of View (POV) in a narrative work</li> <li>● Analyze a text by citing textual evidence and making inferences*</li> <li>● Navigate a text and demonstrate an understanding of theme, central ideas and text development</li> <li>● Discuss and respond to text orally and in writing</li> <li>● Make connections between text theme and its characters, setting and plot</li> <li>● Analyze how differences in the characters' points of view create a different interpretation of the events</li> <li>● Analyzing the extent to which a filmed or live production of a story stays faithful to or departs from the text</li> <li>● Use technology for students share ideas and thoughts as they interact and collaborate, i.e. Google blog*</li> <li>● Confer and collaborate with others to form a writing community where students are free to share the writing and improve his/her craft*</li> <li>● Respond orally and in writing to the text</li> <li>● Identify personal concerns that are appropriate to satirize</li> <li>● Analyze filmed versions of the text for how each interprets the original story</li> <li>● Demonstrate one's understanding of the elements of the literature by creating a filmed version of the play with peers*</li> <li>● Effectively argue or debate the validity of different perspectives by presenting one's own viewpoint and responding to opposing perspectives (For example: nature vs. nurture or justifiable homicide for Grendel's mother (<u>Beowulf</u>))*</li> <li>● Write a well-researched analysis paper based off an individually formulated research question and thesis statement on the author's work*</li> <li>● Create a film that illustrates the use of satire from a text or an original interpretation*</li> <li>● Within the context of the various satires, discuss how the author's are examining the economic factors influencing character's behavior and society.*</li> </ul>
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<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> <li>● Mixed grouping by interest or ability</li> <li>● Leveled materials and tiered assignments</li> <li>● Small group or one-to-one remediation as necessary</li> <li>● Guided research during projects and papers</li> </ul>
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	<ul style="list-style-type: none"> <li>● Guided comprehension using direct instruction of reading strategies – before, during and after reading <ul style="list-style-type: none"> <li>○ Monitor metacognition (thinking about one’s thinking)</li> <li>○ Guided visualization</li> <li>○ Access prior knowledge</li> <li>○ Guided summary</li> </ul> </li> <li>● Audio version of literature with or without read along material</li> <li>● Support concepts with video with or without read along material</li> <li>● Provide options for performance assessments <ul style="list-style-type: none"> <li>○ Projects</li> <li>○ Alternative test formats</li> <li>○ Varied writing formats</li> <li>○ Presentations</li> <li>○ Oral assessments</li> </ul> </li> <li>● Allow the use of technological support whenever possible/necessary</li> <li>● Strategy and flexible groups based on formative assessment or student choice</li> <li>● One:One conferring with teacher</li> <li>● Choice of narrative or persuasive text composition</li> <li>● Differentiated checklists and rubrics (if appropriate)</li> <li>● Student selected goals for writing</li> <li>● Level of independence</li> <li>● Craft additional leads and endings for mentor texts</li> <li>● Consult mentor texts to support writing</li> <li>● ELL Supports and Extension activities are included with each lesson</li> <li>● <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>● <a href="#">Differentiation Strategies for ELL Students</a></li> <li>● <a href="#">Differentiation Strategies for At Risk Students</a></li> </ul>
<i>Honors</i>	<ul style="list-style-type: none"> <li>● Teachers may utilize more than one novel throughout unit exploration.</li> </ul>

**Resources**

- *The Language of Literature* (British Literature)—McDougal Littell Publisher, 2002
- *Critical Encounters in High School English*—Deborah Appleman
- *\*Canterbury Tales* – Geoffrey Chaucer
- *Sir Gawain*
- *The Importance of Being Earnest* – Oscar Wilde

- *Pygmalion* – Bernard Shaw
- *Educating Rita* by Willy Russell
- *A Room of One's Own* – Virginia Woolf
- *Gulliver's Travels* – Jonathan Swift
- *Medieval and Tudor Drama* – John Gassner ed.
- *Taming of the Shrew* – William Shakespeare
- *King Lear* - William Shakespeare
- *David Copperfield* - Charles Dickens
- *Their Eyes were Watching God* – Zora Neale Hurston
- “A Modest Proposal” – Jonathan Swift
- “Female Orations” – Margaret Cavendish
- From “An Academy for Women” – Daniel Defoe
- From “A Vindication of the Rights of Woman” – Mary Wollstonecraft
- Film interpretations

### **Technology Resources**

- Available Technology including Chromebooks, Google Classroom, Google Apps, Turnitin.com
- Library Research Databases
- Websites:
  - OWL at Purdue
  - Youtube.com
  - Chompchomp.com
  - Moma.org
  - UnitedStreaming.com
  - Classroom Video on Demand (<http://streaming.factsonfile.com>)
  - Vos.ursb.edu (Voice of the Shuttle)
- Netflix

**Wayne School District  
Curriculum Format**

<b>Content Area/ Grade Level/ Course:</b>	<b>Language Arts Literacy Block 11 British Literature</b>
<b>Unit Plan Title:</b>	<b>Renaissance to Romantic Literary Period</b> <i>Suggested Themes: Fate vs. Freewill, Poets'/Authors' Views of the Natural/Secular/Supernatural World (Romantics, Transcendentalists), Definition of Tragic Hero, Ambition. Honors: The Tragic Flaw--Origins and Significance as per specific British authors and their Christian paradigm</i> <i>Important Literary Structures: Drama, Sonnets, the Novel, Renaissance and Romantic Poetry</i>
<b>Time Frame</b>	10 Weeks

**Anchor Standards/Domain**

**English Language Arts Standards for Reading**

***Key Ideas and Details***

1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections 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 media and formats, 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 and reflect on 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.

## **English Language Arts Standards for Writing**

### ***Text Types and Purposes***

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 and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### ***Production and Distribution of Writing***

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### ***Research to Build and Present Knowledge***

7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, 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.

### ***Range of Writing***

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **English Language Arts Standards for Speaking and Listening**

### ***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.

### **English Language Arts Standards for Language**

#### ***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 word relationships and nuances in word meanings.

### **Standard Number(s)**

### **English Language Arts, Standards for Reading Literature, Grades 11-12**

#### ***Key Ideas and Details***

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.



RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. 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).

### ***Craft and Structure***

RL.11-12.4. 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. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning 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.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

### ***Integration of Knowledge and Ideas***

RL.11-12.7. 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. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

### ***Range of Reading and Level of Text Complexity***

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

## **Progress Indicators for Reading Informational Text**

### **Key Ideas and Details**

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. 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.

### **Craft and Structure**

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.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.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

### **Integration of Knowledge and Ideas**

RI.11-12.7. 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.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global 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., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

### **Range of Reading and Level of Text Complexity**

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

### **English Language Arts, Standard for Writing, Grades 11-12**

#### ***Text Types and Purposes***

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. 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.
  - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.
  - C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. 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.

- 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.
- 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.
- 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.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### ***Production and Distribution of Writing***

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### ***Research to Build and Present Knowledge***

W.11-12.7. 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.

W.11-12.8. 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. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

### ***Range of Writing***

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

## **English Language Arts, Standards for Speaking and Listening, Grades 11-12**

### ***Comprehension and Collaboration***

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

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, well reasoned exchange of ideas.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

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.

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.

SL.11-12.2. 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.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. 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.

### ***Presentation of Knowledge and Ideas***

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. 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.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **English Language Arts, Standards for Language, Grades 11-12**

### ***Conventions of Standard English***

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### ***Knowledge of Language***

L3. 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***

L4. 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.

L5. Demonstrate understanding of word relationships and nuances in word meanings.

L6. 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 encountering an unknown term important to comprehension or expression.

## **Career Readiness and Interdisciplinary Connections**

### **Career Readiness Practices**

Act as a responsible and contributing citizen and employee.

Apply appropriate academic and technical skills.

Communicate clearly and effectively and with reason.

Consider the environmental, social and economic impacts of decisions.

Demonstrate creativity and innovation.

Employ valid and reliable research strategies.

Utilize critical thinking to make sense of problems and persevere in solving them.

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity.

Work productively in teams while using cultural global competence.

### **Career Readiness Standards**

•9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

### **Interdisciplinary Connections**

6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

## **Unit Summary**

Throughout this unit, students will be introduced to the literature and culture of a vast literary landscape beginning with the Renaissance period (17<sup>th</sup> Century) and continuing through to the Romantic Period (19<sup>th</sup> Century). The Renaissance literature component will be anchored by the canonical Macbeth with selected Shakespearean sonnets and will move to supplemental works by Donne and Marlowe. Issues to be explored in Renaissance Literature include how Renaissance thinkers often aligned themselves with classical thinkers and attempted to extricate themselves from the philosophy of the Middle Ages. Attention will also focus on the significant political changes that were taking place during the Renaissance and how this informs the literature of the period. The movement known as Humanism will be discussed as well as the impact of the Reformation on the literary and socio-political climate of the period. The transition to the Romantic Period will stress how this age emerged as a direct criticism of 18<sup>th</sup> Century Enlightenment philosophy. A few principle ideas of Romanticism will be explored in the fiction and poetry of this period. These include: How the prevailing philosophy moved from faith in reason to faith in the human senses, imagination, and feeling, the preoccupation with individual, intuition, and imagination and the fact that Romantics were attracted to rebellion and revolution, especially concerned with human rights, individualism, freedom from oppression.

### Essential Question(s)

- Is respect a learned response or a commanded response?
- Can a lust for power lead to loss of humanity?
- Do revenge and vengeance provide satisfaction?
- How did the dramatic and poetic forms of the Renaissance capture the essence of the time?
- Honors: How is Man's downfall (and its origin) reflected in significant British literary works?
- Honors: what contributes to this downfall?
  - His "original sin"?
  - His "society"?
  - His innate lust for power?
- Honors: can Man's fear of punishment create an illusion of innate goodness?
- How does nature affect the perception of our surroundings? (Romantic Literature) Honors: poetry studied separately in British Poetry survey
- Where is the individual closest to the divine? (Romantic Literature)

### Enduring Understandings

- Identify the connection between a character's ambition (lust for power) and whether this trait rises to the level of a fatal flaw.
- Assess whether a character's push for revenge and vengeance are measured/appropriate responses to gain closure.
- Identify the connection between dramatic and poetic forms and how these conventions mirror or capture the spirit of the literary period.
- Determine whether a character's respect for authority is a learned or a commanded response.
- Understand how the setting shapes the motivations of a particular character.
- Appreciate how literary characters deal with isolation and how this environmental condition shapes their worldview.



- Honors: make sound determinations regarding Man’s nature and use these determinations to make predictions about Man’s future

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
X	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

- Students will understand the principle literary conventions of the genre.
- Students will routinely engage in comparative literary analysis across the canon.
- Students will identify various themes and how each functions within each text.
- Students will understand how the Renaissance and Romantic lit-era culture is exhibited through its literature:
  - The quest for beauty
  - Nature as a refuge
  - Nature as revelation of God to the individual
- Students will recognize the literal and figurative journeys present in quest narratives.
- Students will identify different literary theories to gain a deeper understanding of specific texts.
- Students will apply these critical theories to create a personal interpretation of the text.
- Students will be able to analyze the role the setting (environment, society, or government) has on the decisions of the characters and plot development and make connections to real world examples.

**Assessments (Pre, Formative, Summative, Other) *Denote required common assessments with an \****

**Reading**

- \* Students will show evidence of close/active reading with annotations within respective literary works.
- \* Students will compare and contrast a text and a film version of the same story and evaluate the impact of the changes on the reader



- \* Students will examine varied text structures on the same theme and discuss how the structure affects the meaning.

**Writing**

- Students’ progress will be assessed teacher tracking, conferencing, peer-editing, revising
- Students will use primary/secondary textual evidence to validate a particular thesis
- Students will understand and apply MLA format when appropriate
- Students will develop original prose while avoiding plagiarism

**Additional assessments may include but are not limited to the following:**

- Research projects
- Teacher created quizzes and tests
- Journal entries (e.g. reader response journals)
- Presentations (e.g. PowerPoint with video and/or audio components)
- Creative original projects (e.g. rewriting key scenes, extending/rewriting the ending, creating a multi-media interpretation)
- Online assessments

**Teaching and Learning Activities**

<p><i>Activities</i></p>	<p>Activities denoted with an * address the skills outline in the <a href="#">Career Ready Practice</a>.</p> <ul style="list-style-type: none"> <li>● Analyze a text by citing textual evidence and making inferences*</li> <li>● Use the context of a text to interpret figurative language</li> <li>● Navigate a text and demonstrate an understanding of theme, central ideas and text development</li> <li>● Discuss and respond to text orally and in writing</li> <li>● Make connections between text theme and its characters, setting and plot*</li> <li>● Compare and contrast the structure of two or more texts and analyze how the differing structures contribute to its meaning and style</li> <li>● Analyze how different time periods offer psychological differences in the characters’ points of view (e.g. <i>Macbeth</i> and <i>Frankenstein</i>)*</li> <li>● Analyze the extent to which a filmed or live production of a story stays faithful to or departs from the text</li> </ul>
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	<ul style="list-style-type: none"> <li>● Emphasize strong writing skills (e.g. composition of effective introductions and conclusions; use of appropriate transitions; application of relevant, grade- appropriate grammar and diction; mastery of PARCC-related skills; support for an arguable thesis; recognition of a word’s connotation, denotation, etymology)*</li> <li>● Use technology for students share ideas and thoughts as they interact and collaborate, peer-edit (e.g., Google docs)*</li> <li>● With the literature of Dickens, explore the time period and the economic conditions through which his characters understand the hierarchy in society and how this impacts a character’s growth.*</li> </ul>
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> <li>● Based upon ICS teacher’s recommendation</li> <li>● Mixed grouping by interest or ability</li> <li>● Leveled materials and tiered assignments</li> <li>● Small group or one-to-one remediation as necessary</li> <li>● Guided research during projects and papers</li> <li>● Guided comprehension using direct instruction of reading strategies – before, during and after reading <ul style="list-style-type: none"> <li>○ Monitor metacognition</li> <li>○ Guided visualization</li> <li>○ Access prior knowledge</li> <li>○ Guided summary</li> </ul> </li> <li>● Audio version of literature with or without read along material</li> <li>● Support concepts with video with or without read along material</li> <li>● Provide options for performance assessments <ul style="list-style-type: none"> <li>○ Projects</li> <li>○ Alternative test formats</li> <li>○ Varied writing formats</li> <li>○ Presentations</li> <li>○ Oral assessments</li> </ul> </li> <li>● Allow the use of technological support whenever possible/necessary – computers, word processors, tablets, and/or other mobile devices</li> <li>● Strategy and flexible groups based on formative assessment or student choice</li> <li>● One:One conferring with teacher</li> <li>● Choice of narrative or persuasive text composition</li> <li>● Differentiated checklists and rubrics (if appropriate)</li> <li>● Student selected goals for writing</li> <li>● Level of independence</li> </ul>

	<ul style="list-style-type: none"> <li>● Craft additional leads and endings for mentor texts</li> <li>● Consult mentor texts to support writing</li> <li>● ELL Supports and Extension activities are included with each lesson</li> <li>● <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>● <a href="#">Differentiation Strategies for ELL Students</a></li> <li>● <a href="#">Differentiation Strategies for At Risk Students</a></li> </ul>
<p style="text-align: center;"><i>Honors</i></p>	<p>Honors: investigate the origin Man’s flawed nature (evident in Macbeth) by studying Milton’s <i>Paradise Lost</i> (excerpts) and Conrad’s <i>Heart of Darkness</i>.</p>

### Resources

*In addition to required texts\*, may include, but is not limited to:*

- \*Macbeth—William Shakespeare
- \**Shakespearean sonnets*
- *Renaissance Poets (John Donne, Marlowe,)*
- \**Frankenstein or The Last Man*—Mary Shelley (this work is part of Double Unit in Honors)
- *Emma*—Jane Austen
- *Idylls of the King*—Lord Tennyson
- *King Henry IV*—William Shakespeare
- *The Merchant of Venice*—William Shakespeare
- Any Shakespeare play of comparable theme
- *Othello*—William Shakespeare
- \**Romantic Poets (Wordsworth, Shelley, Keats, Coleridge)*
- *English Romantics vs. American Transcendentalists (Thoreau, Emerson)*
- *Aristotle’s Theory of Poetics (\*\*required for Honors)*
- *Critical Encounters in High School English*—Deborah Appleman
- *The Language of Literature (British Literature)*—McDougal Littell Publisher, 2002
- *Paradise Lost*—John Milton (\*\*required for Honors)
- *Dr. Faustus*—Christopher Marlowe
- *Great Expectations*—Charles Dickens
- *A Tale of Two Cities*—Charles Dickens
- *Pride and Prejudice* by Jane Austen
- *Tess of the D’urbervilles*—Thomas Hardy
- *Wuthering Heights*—Charlotte Bronte
- *Return of the Native* - Thomas Hardy
- *Tom Jones* - Henry Fielding

- *Silas Marner*—George Elliot
- Film version of a chosen novel

**Technology Resources:**

- Available Technology including Chromebooks, Google Classroom, Google Apps, Turnitin.com
- Library Research Databases
- Websites:
  - OWL at Purdue
  - Youtube.com
  - Chompchomp.com
  - Moma.org
  - Vos.ucsb.edu

**Wayne School District  
Curriculum Format**

<b>Content Area/ Grade Level/ Course:</b>	<b>Language Arts Literacy Block 11 British Literature</b>
<b>Unit Plan Title:</b>	<b>Emerging Modern 20<sup>th</sup> Century Literature</b> <i>Suggested Themes: Utopias, Governments, The Individual, Technology, Imagination</i> <i>Important Literary Structures and Analysis: Jung's Archetypes, Freud's Psychological Theories</i>
<b>Time Frame</b>	<b>10 Weeks</b>

**Anchor Standards/Domain**

**English Language Arts Standards for Reading**

***Key Ideas and Details***

1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections 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***

1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections 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.

***Integration of Knowledge and Ideas***

7. Integrate and evaluate content presented in diverse media and formats, 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 and reflect on 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.

### **English Language Arts Standards for Writing**

#### ***Text Types and Purposes***

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 and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### ***Production and Distribution of Writing***

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### ***Research to Build and Present Knowledge***

7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, 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.

#### ***Range of Writing***

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **English Language Arts Standards for Speaking and Listening**

#### ***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.

### **English Language Arts Standards for Language**

#### ***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 word relationships and nuances in word meanings.

### **Standard Number(s)**

### **English Language Arts, Standards for Reading Literature, Grades 11-12**

#### ***Key Ideas and Details***

- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. 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).

### ***Craft and Structure***

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. 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).

### ***Integration of Knowledge and Ideas***

RL.11-12.7. 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. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

### ***Range of Reading and Level of Text Complexity***

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above. .

### **Progress Indicators for Reading Informational Text**

#### **Key Ideas and Details**

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. 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.

### **Craft and Structure**



RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.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.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

### **Integration of Knowledge and Ideas**

RI.11-12.7. 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.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global 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., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Range of Reading and Level of Text Complexity

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

### **English Language Arts, Standard for Writing, Grades 11-12**

#### ***Text Types and Purposes***

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. 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.

- 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.
- 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.
- 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.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### ***Production and Distribution of Writing***

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### ***Research to Build and Present Knowledge***

W.11-12.7. 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.

W.11-12.8. 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. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

### ***Range of Writing***

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

## **English Language Arts, Standards for Speaking and Listening, Grades 11-12**

### ***Comprehension and Collaboration***

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

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, well reasoned exchange of ideas.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

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.

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. SL.11-12.2. 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.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. 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.

### ***Presentation of Knowledge and Ideas***

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. 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.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **English Language Arts, Standards for Language, Grades 11-12**

### ***Conventions of Standard English***

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### ***Knowledge of Language***

NJSLSA.L3. 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***

NJSLSA.L4. 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.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. 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 encountering an unknown term important to comprehension or expression.

## **Career Readiness and Interdisciplinary Connections**

### **Career Readiness Practices**

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

### **Career Readiness Standards**

- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

### **Interdisciplinary Connections**

- 6.2.12.C.4.b Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- 6.2.12.D.4.k Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.
- 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

## **Unit Summary**

Throughout this unit, students will be introduced to the literature of the Emerging Modern Period and how various authors view and communicate their visions of the future through their texts. This unit will specifically investigate the following topics: Predictions for the Future: Utopian or Dystopian, Purpose of Government Control: To Protect or Prevent, Empowerment vs. Annihilation of the Individual, Technological Benefits vs. Technological Threats, Use of Imagination and Alternate Realities as Escape. Students will study corresponding literary elements (e.g. the anti-hero, Jung and Freud's Archetypal/Psychological theories, perspective, stream of consciousness, purpose of the *doppelganger* or double, irony, foreshadowing) in order to develop a deeper understanding of each author's craft and how these elements function within each work. Students will study the structure of the short story as a genre and how authors can address, impact, challenge and change existing social and political structures and

beliefs. Students will develop comprehension strategies such as summarizing, making inferences, predicting and confirming, asking questions, and determining important ideas as they read various texts. Finally, students will continue to apply various literary theories to targeted texts in order to understand that any work can be analyzed hermeneutically.

### **Essential Question(s)**

- How are contemporary and future worlds portrayed in 20<sup>th</sup> century literature?
- When are advances in technology detrimental to the individual?
- How has consciousness of world political systems affected authors' works?
- How have WWI and WWII impacted authors' views on the fate of the human race and raised global consciousness?
- What determinations about the government can be made based on each author's depiction?
- How can works be deconstructed hermeneutically based on the philosophies of various 20<sup>th</sup> century literary critics?
- How do the dystopias of the 20th century shed light on the governments of the 21st century?
- How have authors reflected and utilized the theories of significant psychologists reflected in their works?
- How does one properly cite the works of authors? What is the difference between common knowledge and intellectual/academic property? How does an author's works still need to be cited when his ideas are paraphrased?

### **Enduring Understandings**

- Understand how modern authors' fears of the misuse/abuse of technology are communicated through their writing
- Differentiate between and understand different world political systems and their specific characteristics
- Understand how WWI and WWII impacted the subjects of many modern works
- Recognize the more pronounced emphasis on the anti-hero and his struggles in the modern world.
- Apply hermeneutical theories to analyze different literary texts
- Recognize the presence and function of Freudian and Jungian philosophies in particular works
- Develop clear, mature arguments based on the presentation of logical facts without succumbing to logical philosophies
- Understand and recognize how an author may incite emotion in order to achieve a specific purpose
- Recognize, understand and appreciate how specific literary devices function and enhance particular works
- Understand how the application of literary theories and criticism can enable a deeper understanding of a particular work
- Understand and apply proper citations (for direct quotes, paraphrases, etc.) in order to credit other's work.

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E, T	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E, T, A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E, T, A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E, T	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

- Continue to define, identify, compare and contrast, various literary devices present in specific works with the addition of
  - The *doppelganger*
  - Setting as literary device
- Identify and understand the concept of a dystopia
- Identify various themes and how they function within each text.
- Understand how 20<sup>th</sup> century culture—with emphasis on government--and concerns are exhibited through its literature:
- Identify different literary theories to gain a deeper understanding of literature.
- Apply these theories to create a personal interpretation of the text.
- Students will be able to conceive and sustain a logical argument relating to one of the areas discussed for a multitude of purposes.
- Students will be able to analyze the role the setting (environment, society, or government) has on the decisions of the characters and plot development and make connections to real world examples.

**Assessments (Pre, Formative, Summative) Denote required common assessments with an \***

**Reading**

- Students will show evidence of close/active reading with annotations within respective literary works.
- Students will compare and contrast the text with specific scenes from the cinematographic adaptation and evaluate the impact of the changes (e.g. a comparison of the original 1984 text with Michael Radford’s version).
- Students will examine varied text structures on the same theme and discuss how the structure affects the meaning.



- \* Students will complete a Unit Assessment that illustrates their understanding of the covered material in various formats (e.g. analytical essays, open-ended questions, multiple choice questions, quote identification and significance).

### **Writing**

- Students’ progress will be assessed teacher tracking, conferencing, peer-editing, revising
- Students will use primary/secondary textual evidence to validate a particular thesis
- Students will understand and apply MLA format when appropriate

### **Teaching and Learning Activities**

#### *Activities*

Activities denoted with an \* address the skills outline in the [Career Ready Practices](#)

- Analyze a text by citing textual evidence and making inferences\*
- Use the context of a text to interpret figurative language
- Navigate a text and demonstrate an understanding of theme, central ideas and theme development
- Discuss and respond to text orally and in writing\*
- Make connections between text theme and its characters, setting, and plot
- Compare and contrast the structure of two or more texts and analyze how the differing structures contribute to its meaning and style
- Analyze how authors offer psychological explanations for their characters’ points of view and behavior \*
- Analyze the extent to which a filmed or live production of a story stays faithful to or departs from the text
- Emphasize strong writing skills (e.g. composition of effective introductions and conclusions; use of appropriate transitions; application of relevant, grade- appropriate grammar and diction; mastery of NJGPA-related skills; support for an arguable thesis; recognition of a word’s connotation, denotation, etymology)\*
- Use technology for students share ideas and thoughts as they interact and collaborate, peer-edit (e.g. Google Classroom, Google docs)\*
- When teaching *Brave New World*, examine the role of ethics in the medical field and biotechnology industries.\*
- When teaching *1984*, make connections between the Thought Police and the role of social media filters and companies like Facebook selling user data.\*



	<ul style="list-style-type: none"> <li>● Compare and contrast Orwell and Huxley’s visions of the future of society in terms of education and jobs in the dystopian worlds they create. Make connections to current day business and global trends.*</li> </ul>
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> <li>● Based upon ICS teacher’s recommendation</li> <li>● Mixed grouping by interest or ability</li> <li>● Leveled materials and tiered assignments</li> <li>● Small group or one-to-one remediation as necessary</li> <li>● Guided research during projects and papers</li> <li>● Guided comprehension using direct instruction of reading strategies – before, during and after reading <ul style="list-style-type: none"> <li>○ Monitor metacognition (thinking about one’s thinking)</li> <li>○ Guided visualization</li> <li>○ Access prior knowledge</li> <li>○ Guided summary</li> </ul> </li> <li>● Audio version of literature with or without read along material</li> <li>● Support concepts with video with or without read along material</li> <li>● Provide options for performance assessments <ul style="list-style-type: none"> <li>○ Projects</li> <li>○ Alternative test formats</li> <li>○ Varied writing formats</li> <li>○ Presentations</li> <li>○ Oral assessments</li> </ul> </li> <li>● Allow the use of technological support whenever possible/necessary – computers, Chromebooks, tablets, and/or other mobile devices</li> <li>● Strategy and flexible groups based on formative assessment or student choice</li> <li>● One:One conferring with teacher</li> <li>● Choice of narrative or persuasive text composition</li> <li>● Differentiated checklists and rubrics (if appropriate)</li> <li>● Student selected goals for writing</li> <li>● Level of independence</li> <li>● Craft additional leads and endings for mentor texts</li> <li>● Consult mentor texts to support writing</li> <li>● ELL Supports and Extension activities are included with each lesson</li> <li>● <a href="#"><u>Differentiation Strategies for Special Education Students</u></a></li> <li>● <a href="#"><u>Differentiation Strategies for Gifted and Talented Students</u></a></li> <li>● <a href="#"><u>Differentiation Strategies for ELL Students</u></a></li> <li>● <a href="#"><u>Differentiation Strategies for At Risk Students</u></a></li> </ul>
<p><i>Honors</i></p>	<ul style="list-style-type: none"> <li>● Teachers may utilize more than one novel throughout unit exploration. (See alternate unit plan below).</li> </ul>

## Resources

*In addition to required texts\*, may include, but is not limited to:*

- *1984\**—George Orwell
- *Critical Encounters in High School English*—Deborah Appleman
- *Angela's Ashes*—Frank McCourt
- "Araby"—James Joyce
- *The Archetypes and the Collective Unconscious*--Carl Jung
- *Brave New World*—Aldous Huxley
- *The Collector*—John Knowles
- "A Cup of Tea"—Katherine Mansfield
- *Dubliners*—James Joyce
- "The Duchess and the Jeweller"—Virginia Woolf
- *Fifth Business*—Robertson Davies
- "First Year of My Life"—Muriel Spark
- *Heart of Darkness*—Joseph Conrad
- *Washington Black* by Esi Edugyan (Honors Only)
- *Never Let Me Go* by Kazuo Ishiguro
- *Introduction to Psychoanalysis*—Sigmund Freud
- *Lord Jim*—Joseph Conrad
- *Nectar in a Sieve*—Kamala Markandaya
- *The Picture of Dorian Gray*—Oscar Wilde
- *Eleanor Oliphant is Completely Fine* by Gail Honeyman
- *Poboy and Dingan*—Ben Rice
- *Importance of Being Earnest*--Oscar Wilde
- *Modern British Stories*
- *Playboy of the Western World*--John Millington Synge
- *The Power and the Glory*--Graham Greene
- *Pygmalion/My Fair Lady*--George Bernard Shaw
- *Watership Down*--Richard Adams
- "Politics and the English Language"—George Orwell
- *A Portrait of an Artist as a Young Man*—James Joyce
- "Rocking-Horse Winner"—D. H. Lawrence
- *Secret Sharer*—Joseph Conrad
- "The Second Coming"—W. B. Yeats
- *The Tempest*—William Shakespeare
- *Time Machine*—H. G. Wells
- "Words and Behavior" - Aldous Huxley

- Film version of a chosen novel

**Technology Resources:**

- Available Technology including Chromebooks, Google Classroom, Google Apps, Turnitin.com
- Library Research Databases
- Websites:
  - OWL at Purdue
  - Youtube.com
  - Chompchomp.com
  - Moma.org
  - Vos.ursb.edu (Voice of the Shuttle)
- Netflix
- Podcasts

**Additional/Substitute Units for Honors  
Wayne School District  
Curriculum Format**

<b>Content Area/ Grade Level/ Course:</b>	<b>Language Arts Literacy Block 11 Honors British Literature</b>
<b>Unit Plan Title:</b>	<p><b>“New Images of Reality: Analyzing Authors’ Predictions for the Future”--in connection with summer reading requirements</b></p> <p><i><b>Suggested Themes:</b> Portrayal of contemporary and future worlds in 20th century literature; the effects of government control: to protect or prevent?; technology: too uh of a good thing?; featured authors’ views on the fate of the human race; Jungian archetypes; applicable literary theory; how concerns for mankind’s future shape literature</i></p> <p><i><b>Important Literary Structures:</b> authors’ choices for rhetorical effect (including diction and situations that incite fear); the persuasive argument; science fiction genre and purpose</i></p>
<b>Time Frame</b>	6 weeks

**Anchor Standards/Domain**

**English Language Arts Standards for Reading**

***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.

***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.

## **English Language Arts Standards for Writing**

### ***Text Types and Purposes***

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 and information clearly and accurately through the effective selection, organization, and analysis of content
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### ***Production and Distribution of Writing***

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### ***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.

### ***Range of Writing***

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **English Language Arts Standards for Speaking and Listening**

### ***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.
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.

### **English Language Arts Standards for Language**

#### ***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 word relationships and nuances in word meanings.

### **Unit Summary**

This Unit follows many of the activities of the 20th Century Unit as outlined above, but includes the following works for additional depth:

- *We* (Zamyatin/Natasha Randall translation)
- *Brave New World* (Huxley)
- *1984* (Orwell)
- "The Second Coming" (Yeats)

### **Essential Question(s)**

- What predictions can be made regarding Man’s future?
- Can a lust for power lead to loss of humanity?
- Will our intelligence lead to our annihilation?
- How might authors shape our understanding of the world?
- How might authors actually shape our world?

**Enduring Understandings**

- Identify the 20th century concern regarding the abuse of technology
- Identify how studied novels capture the spirit of the literary period.
- Determine whether a character’s respect for authority is a learned or a commanded response.
- Understand how the setting shapes the motivations of a particular character
- Understand that 20th concerns remain valid today

<p><b>Content Area/ Grade Level/ Course:</b></p>	<p><b>Language Arts Literacy Block 11 Honors British Literature</b></p>
<p><b>Unit Plan Title:</b></p>	<p><b>“The ‘Shadow Self’ or <i>Double</i>: Exploring the <i>Doppelganger</i> as a Modern Motif”</b>  <i>Suggested Themes: The origins of the ‘doppelganger’ and purpose for inclusion of this ‘shadow self’, or ‘double’ in contemporary literature beginning in the latter half of the 19th Century; further exploration of Jungian archetypes; applicable literary theory; applicable psychological theories after introduction of them</i>  <i>Important Literary Structures: nuances of dialogue in authors’ development of these character doubles and how these nuances affect narration; stream of consciousness; color, shape, religious, Jungian et al symbolism; mirror imagery; setting as a literary device</i></p> <p><b><i>Works Referenced in this Unit</i></b>  <i>“The Secret Sharer” (Conrad)</i>  <i>Frankenstein (Shelley)</i>  <i>“The Picture of Dorian Gray” (Wilde)”</i>  <i>“The Turn of the Screw” (James)</i></p>
<p><b>Time Frame</b></p>	<p><b>10 Weeks</b></p>

## **Anchor Standards/Domain**

### **English Language Arts Standards for Reading**

#### ***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.

#### ***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.

### **English Language Arts Standards for Writing**

#### ***Text Types and Purposes***

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 and information clearly and accurately through the effective selection, organization, and analysis of content
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### ***Production and Distribution of Writing***

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology
7. , including the Internet, to produce and publish writing and to interact and collaborate with others.

### ***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.

### ***Range of Writing***

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **English Language Arts Standards for Speaking and Listening**

### ***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.
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.

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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 word relationships and nuances in word meanings.

### **Unit Summary**

Throughout this unit, students will be introduced to the double in literature and explore how specific authors incorporate the double in their works. This will extend our exploration of Jungian archetypes from the beginning of the year and students will investigate how psychological theories are evident and affect narration as well as theorize the purposes behind particular authorial choices.

### **Essential Questions**

- How is the Shadow portrayed in specific pieces of literature?
- What purpose(s) does each Shadow character serve?
- Can this relationship be detrimental or as Jung believes it is always positive?
- What is the literary purpose of each double and purpose in overall novel?

### **Enduring Understandings**

- Identification of how late 19th and 20th century concerns are reflected in the works
- Identification of how studied novels capture the spirit of the literary period--especially from a psychological perspective
- Identification Jungian elements Understand how the setting shapes the motivations of a particular character
- Understanding of applicable Literary and Psychological theories

**Content Area/ Grade Level/ Course:**

**Language Arts Literacy Block  
11 Honors  
British Literature**

**Unit Five Plan Title:**

**“Poetry Unit”**

***Suggested Themes:*** *identifying how the poetry of the significant literary time periods reflects the corresponding, significant historical, philosophical, and*

*scientific events; identifying how featured authors' views are communicated through their use of literary devices; identifying and understanding how the application and effectiveness of various poetic styles, conventions and devices effectively communicate poets' messages and choices; how Jungian archetypes shape individual works; applicable literary theory*

***Important Literary Structures and Genres:*** *an exhaustive list but pretty much EVERY lit device is represented in this study including but not limited to: Italian, Shakespearean and Petrarchan sonnets; pastoral poetry; metaphysical poetry; Cavalier poetry, poetry of the Reconstruction and Enlightenment; Romantic poetry; Victorian poetry; emerging modern the list of specific devices will be provided upon request*

<b>Time Frame</b>	<b>4 Weeks</b>
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**Anchor Standards/Domain**

**English Language Arts Standards for Reading**

***Key Ideas and Details***

1. Read closely to determine what the text (or for this unit--poetry) 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.

***Craft and Structure***

4. Interpret targeted lit devices and structures, 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.
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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.

### **English Language Arts Standards for Writing**

#### ***Text Types and Purposes***

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#### ***Range of Writing***

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#### ***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 word relationships and nuances in word meanings.

### **Unit Summary**

Throughout this unit, students will be introduced to the poetry of various literary time periods that they will deconstruct in order to explore how specific lit devices are utilized by each author, how these devices work organically and reflect the specific literary time in which they were written.

### **Essential Questions**

- How does each poem specifically reflect the British literary time period in which it was written?
- How does the historical time period as well as each poet's experience, religious belief, and personal philosophy affect each work?
- How does the specific structure of each poem as well as the targeted lit devices communicate the poet's purpose?
- How might the poems shape our understanding of the literary periods as well as the challenges faced and belief systems in place at the time of its writing?
- What determinations might be made regarding specific paradigm shifts between literary periods?

## **Enduring Understandings**

- Identification of specific literary time periods based on poetic structure
- Identification of how studied poems capture the spirit of the literary periods based on specific conventions
- Understanding of connection between time period and literary work
- Understanding of how poet's particular experience and philosophy are evident in his work
- Understanding and appreciation of poetry in its various forms
- Reinforcement of literary devices and how they contribute to the work as a whole

## **Works Referenced in this Unit**

### **Anglo-Saxon and Medieval Time Periods:**

- "The Canterbury Tales" (Chaucer)
- Sonnets of Shakespeare, Petrarch, Spenser
- Pastoral Poetry:
  - Marlowe/Raleigh
- Metaphysical Poetry:
  - Donne
- Cavalier Poetry
  - Herrick/Lovelace

### **18th Century--Reconstruction/Enlightenment Period:**

- Gray

### **19th Century--Romantic Period:**

- Wordsworth/Coleridge/Byron/Shelley/Keats

### **19th Century--Victorian/Gothic Period:**

- Browning/Housman

### **20th Century(early)--Emerging Modern Period:**

- Thomas/Yeats/Atwood (supplementary)