

Fair Lawn Public Schools

Fair Lawn, NJ

**English
12 CP**

August

2014

English 12 CP is a thematically driven course that was developed by the Fair Lawn English Language Arts Grade 12 Team and aligned to the Grade 11-12 Common Core State Standards Initiative and Common Core Anchor Standards for College and Career Readiness.

Fair Lawn School District

Committee Credits

Grade 12 English Language Arts Team

Paul Larsen

Michael Perrotta

Gary Pankiewicz, Supervisor

English 12

I. Course Synopsis

English 12 CP focuses on continuing to develop each student's competency as a reader, writer, speaker, listener, viewer and thinker. Throughout the year, students will explore a variety of world literature, film and music toward the goal of cultivating and shaping their own cultural literacy. In addition, students will investigate key issues in the world today and how they relate to us and to our art and literature. The course seeks to promote an appreciation for learning that will carry over after they have graduated from high school.

The literature, film and music introduced in English 12 CP focuses on a broad spectrum of cultural roundedness that stresses the value of being an informed student of the past and present world and the importance of culture and one's cultural literacy within that world.

II. Philosophy & Rationale

In that a solid grounding in cultural literacy provides students a lens onto the world, it is the goal of the English Department to provide the students in this course with an understanding of the historical/cultural/social contexts of department-selected world literature, film and music, and other information sources. Students will be expected to explore their analysis of texts by writing text-to-text and real world connections in shorter constructed responses and more argument-based claims in timed and processed essays.

In completing these tasks, it is expected that students will develop a better appreciation for literature and art and their place as an organic part of our world. A focus on higher-level teacher-directed questions and student-centered opportunity for inquiry-based reading and research support our process. Ultimately, our aim is for students to develop the skills to fulfill the requirements of the Common Core State Standards and, in doing so, gain increased rigorous competence in reading, writing and critical thinking.

III. Essential Themes and Questions

Essential themes include:

- *The tragic hero*
- *The hero's journey*
- *War and the individual*
- *Self awareness and exploration*
- *What is important in life*

Essential Questions:

- ***What are the key issues of the day and how do these issues relate to our own lives?***
- ***How can literature help us understand today's issues?***
- ***What is a tragic hero? How has the definition of a tragic hero changed?***
- ***How do the aspects of the archetypal hero's journey apply to one's own real life journey?***
- ***What are the effects of war on the individual and on society?***

IV. List of Texts:

- Required Reading*
 - ***Oedipus Rex*** by Sophocles
 - ***Hamlet*** by William Shakespeare
 - ***The Things They Carried*** by Tim O'Brien
 - ***Death of a Salesman*** by Arthur Miller
 - ***Siddharta***
 - ***1984*** by George Orwell

* Additional texts have been listed below. These texts can be supplemented for one or more of the below-listed curriculum units. A variety of short stories, abridged texts, and excerpts from selected works may be used to better fulfill the needs of struggling students in the CP level. These supplemental texts will aid the teacher to better support the needs of his or her students, while simultaneously verifying educational scaffolding and the completion of all required content in the curriculum in a timely manner. All noted texts must synthesize with overall themes and structure of the Grade 11 CP curriculum.

- Optional Reading
 - ***Antigone***
 - ***Medea***
 - ***Our Town***
 - ***Into the Wild***
 - ***Girls Guide to Hunting and Fishing***
- Optional Viewing*
 - **Charlie Chaplin's *City Lights***
 - **Frank Capra's *Mr. Smith Goes to Washington***
 - **Orson Welles's *Citizen Kane***
 - **Stanley Donen and Gene Kelly's *Singin' in the Rain***
 - **Alfred Hitchcock's *North by Northwest***
 - **Federico Fellini's *La Strada***
 - **Billy Wilder's *Some Like It Hot***

- Optional Listening*
 - Stephen Foster, “Jelly Roll” Morton, and Scott Joplin
 - Igor Stravinsky’s *Rite of Spring*
 - John Cage’s *4’33”*
 - Pink Floyd’s *Dark Side of the Moon*
 - Musical selections from Irving Berlin, Cole Porter, Richard Rodgers and Lorenz Hart, George and Ira Gershwin, Jerome Kern, Kurt Weill and Bertolt Brecht, and Stephen Sondheim
 - Musical selections from Duke Ellington, Louis Armstrong, Billie Holiday, Miles Davis, and John Coltrane
 - Musical selections from Bob Dylan and The Beatles
- Supplemental Works
 - *Times of Change (Literature and Thought)*
 - *To Be a Hero (Literature and Thought)*
 - *The Atomic Bomb (A Historical Reader)*
 - *The Challenge of Terrorism (A Historical Reader)*
 - *In Country*
 - *Contemporary Short Stories*
 - *Bedford Anthology of Poetry*
 - *Upfront (NY Times/Scholastic)*
 - *Teen Newsweek (Newsweek)*
 - *Vocabulary Power Plus for the SAT*
 - *Vocabulary Workshop*
 - *Write Source*
 - *Oedipus Rex* (film)
 - *Hamlet* (film)
 - Joseph Campbell’s *The Power of Myth* (video)
 - *Our Town* (film)
 - *Top Hat*
 - *Oklahoma!* (film)
 - *Death of a Salesman* (film)
 - *Groundhog Day* (film)
 - *Pather Panchali* (film)
 - *The United States of Poetry* (film)

V. Objectives

The Grade 11-12 Common Core State Standards (CCSS) from the CCSS Initiative Web Site (<http://www.corestandards.org/ELA-Literacy>) serve as the basis for lesson objectives in reading, writing, speaking, and listening.

A. Reading Objectives

The Fair Lawn English Language Arts Department includes a focus on an exposure to diverse texts (genre and content) and the application of reading strategies (before, during, and after reading). In particular, the skill of annotation will play a pivotal role in analyzing text more closely.

A good reader asks...

- What reading strategies impact comprehension?
- How does what you experience in life impact your interpretation of text?
- What additional perspectives are necessary for an enhanced understanding of the text?
- What parts of the text are most significant? Why?
- What is the author's purpose?
- What do you want to know more about?
- How is the study of CP vocabulary and vocabulary words in texts vocabulary so vital to a rigorous exploration of a text?

Common Core State Reading Standards:

Literature » Grade 11-12

Key Ideas and Details

- CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.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

- CCSS.ELA-Literacy.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. (Include Shakespeare as well as other authors.)
- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.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
- CCSS.ELA-Literacy.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. (Include at least one play by Shakespeare and one play by an American dramatist.)
- CCSS.ELA-Literacy.RL.11-12.9 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.
- Range of Reading and Level of Text Complexity
- CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text » Grade 11-12

Key Ideas and Details

- CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- CCSS.ELA-Literacy.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

- CCSS.ELA-Literacy.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).
- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.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
- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
- Range of Reading and Level of Text Complexity
- CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

B. Writing Objectives

The Fair Lawn English Language Arts Department includes a writing focus on a balance of formative journal writing and more summative timed and processed writing. In addition, research writing infuses an ambitious use of technology.

In addition to the Partnership for Assessment of Readiness for College and Careers (PARCC) Grade 6-11 Expanded Scoring Rubric for Analytical and Narrative Writing (<http://parcconline.org/samples/english-language-artsliteracy/grades-6-11-generic-rubrics-draft>) and the Purdue Online Writing Lab (OWL) web site (<http://owl.english.purdue.edu/>), the Fair Lawn English Language Arts Department has

adopted the following expository essay criteria in partnership with the First Year Writing Program at Montclair State University:

Student Writing Assessment

(as published on the Montclair State University First Year Writing web site for students at: <http://www.montclair.edu/chss/english/first-year-writing/first-year-writing-program-students/student-writing-assessment/>)

Essay Criteria

Individual teachers may present these standards to you in slightly different language, and their comments on your work may not address every item on this list.

Central Claim

The central claim (also called thesis or main point) guides both writer and readers. This central claim should be reflected—sometimes directly, sometimes indirectly—in each paragraph of a successful essay. A good central claim is not obvious; it is debatable, worthy of discussion.

Development

A successful essay is rich with examples, evidence, and discussion. The writer develops—substantiates, explains, and illustrates—all of his or her points.

Organization

A successful essay is one that is organized clearly and logically. A well-organized essay provides readers with an engaging opening, well-constructed paragraphs, appropriate transitional cues between paragraphs and sections, and a satisfying ending.

Analysis

A successful essay demonstrates analysis, when the writer is thinking on the page. It consists of the moments when the writer connects evidence to a central claim through logic and careful reflection. Analysis is evident when a writer connects one piece of evidence with a larger phenomenon or theorizes about a specific quality. Analysis is asking and addressing questions. Analysis is discussion.

Clarity of Prose

A successful essay is characterized by clarity of prose, which comes not only from demonstrated mastery of English grammar, usage, and

mechanics but also from careful proofreading. Clarity is further enhanced through elegant, well-constructed sentences.

Essay Genres

1st Marking Period	2 nd Marking Period	Midterm	3 rd Marking Period	4 th Marking Period	Final Exam
Expository Essay and College Application Essay	Analytical Essay (must address historical, cultural, or social context)	Expository Essay and Reading Comprehension	Analytical Essay (must address historical, cultural, or social context)	MLA Style Research Writing	Analytical Essay and Cumulative Short Answer Literature Assessment

A good writer asks...

- Why must the purpose of the writer be determined?
- What makes a piece of writing effective?
- Why is it important to have a cogent thesis statement or arguable claim?
- What is paraphrasing and effective note-taking?
- Why are supporting details essential in persuasive and argument-based writing?
- Why is it important, in terms of meaning, to use correct grammar conventions and organizational structure?

Using technology wisely requires that we ask the following questions:

- How do we make sure that our source is reliable?
- How can we use research effectively to support our opinion or argument about a topic?
- How do we distinguish between essential and nonessential information?
- How do we incorporate relevant research into our writing most effectively?

Common Core Writing Standards

Writing » Grade 11-12

Text Types and Purposes

- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.W.11-12.1a 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.
- CCSS.ELA-Literacy.W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- CCSS.ELA-Literacy.W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- CCSS.ELA-Literacy.W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-Literacy.W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.
- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.W.11-12.2a 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.
- CCSS.ELA-Literacy.W.11-12.2b 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.
- CCSS.ELA-Literacy.W.11-12.2c 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.

- CCSS.ELA-Literacy.W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- CCSS.ELA-Literacy.W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-Literacy.W.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.W.11-12.3a 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.
- CCSS.ELA-Literacy.W.11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- CCSS.ELA-Literacy.W.11-12.3c 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).
- CCSS.ELA-Literacy.W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- CCSS.ELA-Literacy.W.11-12.3e 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

- CCSS.ELA-Literacy.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.)
- CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

Research to Build and Present Knowledge

- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-Literacy.W.11-12.9a 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”).
- CCSS.ELA-Literacy.W.11-12.9b 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

- CCSS.ELA-Literacy.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

C. Common Core Speaking and Listening Objectives

The Fair Lawn English Language Arts Department promotes a commitment to collaboration and comprehension strategies as noted in a text provided to all department members: Harvey Daniels and Nancy Steineke’s *Texts and Lessons for Content-Area Reading (2010)*. The text models instructional strategies while providing

a protocol for thinking and acting toward effective collaboration. One culminating goal is to model higher order questioning and a passion for inquiry while gradually releasing this skill work to more strategic-thinking students.

A good speaker asks...

- Why is communication important?
- What tools can you use to improve communication skills?
- How does the oral interpretation or discussion with a partner clarify meaning of written work?

A good listener asks...

- What role does listening play in good communication?
- How can listening skills be improved?

Speaking and Listening 11-12

Comprehension and Collaboration

- CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.11-12.1a 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.
- CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- CCSS.ELA-Literacy.SL.11-12.1c 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.
- CCSS.ELA-Literacy.SL.11-12.1d 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.
- CCSS.ELA-Literacy.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.

- CCSS.ELA-Literacy.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
- CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

D. Language Objectives

The Fair Lawn English Language Arts Department is committed to an appropriate use of grammar and conventions. The OWL at Purdue (<http://owl.english.purdue.edu/owl/resource/677/01/>) provides steadfast teaching points for precise CP writing at the secondary level in preparation for college writing. Furthermore, vocabulary, as words in core texts and SAT-style words and word parts, are studied throughout each unit to access the literary content and to promote enhanced expression.

Lastly, a department-driven list of literary terms serves as a point of instruction throughout the school year.

Language » Grade 11-12

Conventions of Standard English

- CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-Literacy.L.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- CCSS.ELA-Literacy.L.11-12.1b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

- CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-Literacy.L.11-12.2a Observe hyphenation conventions.
- CCSS.ELA-Literacy.L.11-12.2b Spell correctly.

Knowledge of Language

- CCSS.ELA-Literacy.L.11-12.3 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.
- CCSS.ELA-Literacy.L.11-12.3a Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- Vocabulary Acquisition and Use
- CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- CCSS.ELA-Literacy.L.11-12.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- CCSS.ELA-Literacy.L.11-12.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- CCSS.ELA-Literacy.L.11-12.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- CCSS.ELA-Literacy.L.11-12.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-Literacy.L.11-12.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- CCSS.ELA-Literacy.L.11-12.5b Analyze nuances in the meaning of words with similar denotations.
- CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general CP 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.

VI. Scope & Sequence

Unit 1: Government: How does the government in the novel relate to that in society today?

Unit 2: Classic Tragedy: What is a tragedy? What is a tragic hero? How did the two-thousand-year-old definition of the tragic hero change in the past hundred years?

Unit 3: Conflict & War: How are people affected by the emotional baggage they carry?

Unit 4: Hero's Journey: Who, or what, controls our destiny?

Unit 5: What are the major milestones in the history of film? When and why did we begin to see film as an art form?

Unit 6: What are the major milestones of twentieth century American popular music? What are the cross-cultural influences of the intrinsically American musical forms jazz and the blues and how did they help to shape this country?

Unit 7: Vocabulary (Continuous)

1. Assigned vocabulary words from context
2. Define words based on context
3. Apply the vocabulary to students' own writing

Unit 8: Literary Terms (Continuous)

1. Assign literary terms from context
2. Define terms in context
3. Create authentic application of terms

Unit 9: Grammar (Continuous)

1. Understand grammatical terms and concepts
2. Apply these grammatical terms and concepts to their own written and verbal communication

VII. Unit Descriptions

Unit: Government - *1984*

Enduring Understanding:

1984 offers a way to study the governmental values that our country was founded on and it also offers a study to compare our current government practices to what is ideal. Students will read excerpts from *1984* and related fiction and non-fiction readings, study the time period during which the novel was written as well as today, and explore the moral code present in that

society and our current society. Throughout the unit, students will respond in writing and speaking to what they are learning; as they do so, they will learn various rules of grammar/usage and essay writing.

Learning Targets /Common Core State Standards

College and Career Readiness:

- **CCSS.ELA-Literacy.CCRA.R.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.
- **CCSS.ELA-Literacy.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- **CCSS.ELA-Literacy.CCRA.R.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.
- **CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **CCSS.ELA-Literacy.CCRA.R.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.
- **CCSS.ELA-Literacy.CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

Reading - Literature:

- **CCSS.ELA-Literacy.RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.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).
- **CCSS.ELA-Literacy.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. (Include Shakespeare as well as other authors.)
- **CCSS.ELA-Literacy.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).

- **CCSS.ELA-Literacy.RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features

Reading – Informational Texts:

- **CCSS.ELA-Literacy.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **CCSS.ELA-Literacy.RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.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

Writing:

- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.W.11-12.1a** 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.
CCSS.ELA-Literacy.W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **CCSS.ELA-Literacy.W.11-12.1e** Provide a concluding statement or section that follows from and supports the argument presented.
- **CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.11-12.2a 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.
CCSS.ELA-Literacy.W.11-12.2b 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.

CCSS.ELA-Literacy.W.11-12.2c 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.

CCSS.ELA-Literacy.W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-Literacy.W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, 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 here.)

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

- **CCSS.ELA-Literacy.W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, 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 here).

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

Speaking and Listening:

- **CCSS.ELA-Literacy.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-Literacy.SL.11-12.1a** 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.
- **CCSS.ELA-Literacy.SL.11-12.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- **CCSS.ELA-Literacy.SL.11-12.1c** 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.
- **CCSS.ELA-Literacy.SL.11-12.1d** 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.

- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.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.

Language:

- **CCSS.ELA-Literacy.L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - **CCSS.ELA-Literacy.L.11-12.1a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - **CCSS.ELA-Literacy.L.11-12.1b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- **CCSS.ELA-Literacy.L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - **CCSS.ELA-Literacy.L.11-12.2a** Observe hyphenation conventions.
 - **CCSS.ELA-Literacy.L.11-12.2b** Spell correctly.

Unit Essential Questions:

1. What techniques of propaganda does the government use to manipulate its population?
2. How does the government in the novel relate to that in society today?
3. What is the importance of a free media and how is the media connected to history?
4. What is the consequence of negating identity?

Evidence of Learning

Assessments:

- Posters/collages
- Essays
- Journals
- quizzes and unit test
- class discussion

- historical research using technology

Unit: Classic Tragedy/Tragic Hero – *Oedipus Rex*, *Hamlet* and *Death of a Salesman*

Enduring Understanding:

A study of *Oedipus Rex*, *Hamlet* and *Death of a Salesman* is an exploration into the definition and redefining of the concept of the tragic hero, through three works written hundreds and thousands of years apart. The study of these works will help students to understand true drama, its timelessness, as well as help them understand how it applies to contemporary life.

Sample lesson resource from [readwritethink.org](http://www.readwritethink.org): “Drama Map”

<http://www.readwritethink.org/classroom-resources/student-interactives/drama-30012.html>

Learning Targets/Common Core State Standards:

- CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.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).
- CCSS.ELA-Literacy.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. (Include Shakespeare as well as other authors.)
- CCSS.ELA-Literacy.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.

- CCSS.ELA-Literacy.RL.11-12.9 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.
- CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.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).
- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- CCSS.ELA-Literacy.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.
 - CCSS.ELA-Literacy.W.11-12.1c Use words, phrases, and clauses as well as varied

syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- CCSS.ELA-Literacy.W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-Literacy.W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.
- CCSS.ELA-Literacy.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.
 - CCSS.ELA-Literacy.W.11-12.2a 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.
 - CCSS.ELA-Literacy.W.11-12.2b 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.
 - CCSS.ELA-Literacy.W.11-12.2c 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.
 - CCSS.ELA-Literacy.W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - CCSS.ELA-Literacy.W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - CCSS.ELA-Literacy.W.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish,

and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - CCSS.ELA-Literacy.SL.11-12.1a 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.
 - CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - CCSS.ELA-Literacy.SL.11-12.1c 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.
 - CCSS.ELA-Literacy.SL.11-12.1d 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.
- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- CCSS.ELA-Literacy.L.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- CCSS.ELA-Literacy.L.11-12.1b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.
- CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - CCSS.ELA-Literacy.L.11-12.2b Spell correctly.
- CCSS.ELA-Literacy.L.11-12.3 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.
- CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
 - CCSS.ELA-Literacy.L.11-12.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - CCSS.ELA-Literacy.L.11-12.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - CCSS.ELA-Literacy.L.11-12.5b Analyze nuances in the meaning of words with similar denotations.

Unit Essential Questions:

1. What is the definition and the redefinition of the tragic hero?
2. What attributes make Hamlet a psychologically complex character and a true “Renaissance man”?
3. How does Willy compare to other tragic heroes that we know of?
4. What is the definition of one’s “true self”?

Evidence of Learning**Assessments:**

- Class discussion/participation
- Quizzes
- Reading Checks
- Objective Tests

- Vocabulary
- Essay
- Reaction paper

Unit: Conflict and War – *The Things They Carried*

Enduring Understandings:

The Things They Carried portrays war through the eyes of participants. It gives the reader an opportunity to see the effects of war on its participants so they can reflect on their own lives and society.

Sample lesson resource from [readwritethink.org](http://www.readwritethink.org/classroom-resources/lesson-plans/worth-weight-letter-writing-1061.html): "Worth Its Weight: Letter Writing with *The Things They Carried*"

<http://www.readwritethink.org/classroom-resources/lesson-plans/worth-weight-letter-writing-1061.html>

Unit Essential Questions:

1. How are people affected by the emotional baggage they carry?
2. What are the realities of war?
3. How does one's background affect their view of war and life?

Learning Targets/ Common Core State Standards:

- **RL.9-10.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.9-10.2.** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.3.** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RL.9-10.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- **RL.9-10.5.** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **W.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.
- **W.9-10.4.** 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.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- **W.9-10.10.** 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.
- **SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Evidence of Learning

Assessments:

- Journals
- Class discussion/participation
- Quizzes
- Test
- Vocabulary
- Translations
- Critiques
- Literary analytical paper

- Short answer responses
- Cooperative learning activities
- Chapter questions

Unit: Hero's Journey - *Siddhartha*

Enduring Understanding:

Siddhartha is an excellent depiction of the archetypal Hero's Journey. This is important particularly for seniors who will be crossing a "threshold" and embarking on their own "journey" at year's end.

Sample lesson resource from [readwritethink.org](http://www.readwritethink.org/classroom-resources/lesson-plans/preparing-journey-introduction-hero-1152.html): "Preparing for the Journey: An Introduction to the Hero Myth" <http://www.readwritethink.org/classroom-resources/lesson-plans/preparing-journey-introduction-hero-1152.html>

Learning Targets/ Common Core State Standards

College and Career Readiness:

- **CCSS.ELA-Literacy.CCRA.R.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.
- **CCSS.ELA-Literacy.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- **CCSS.ELA-Literacy.CCRA.R.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.
- **CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **CCSS.ELA-Literacy.CCRA.R.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.
- **CCSS.ELA-Literacy.CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.
- **Reading - Literature:**

- **CCSS.ELA-Literacy.RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.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).
- **CCSS.ELA-Literacy.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. (Include Shakespeare as well as other authors.)
- **CCSS.ELA-Literacy.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).

Reading – Informational Texts:

- **CCSS.ELA-Literacy.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **CCSS.ELA-Literacy.RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.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.
- **CCSS.ELA Literacy.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

Writing:

- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.W.11-12.1a** 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.
- **CCSS.ELA-Literacy.W.11-12.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **CCSS.ELA-Literacy.W.11-12.1e** Provide a concluding statement or section that follows from and supports the argument presented.
- **CCSS.ELA-Literacy.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.
 - **CCSS.ELA-Literacy.W.11-12.2a** 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.
 - **CCSS.ELA-Literacy.W.11-12.2b** 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.
 - **CCSS.ELA-Literacy.W.11-12.2c** 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.
 - **CCSS.ELA-Literacy.W.11-12.2d** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - **CCSS.ELA-Literacy.W.11-12.2e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - **CCSS.ELA-Literacy.W.11-12.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the

significance of the topic).

- **CCSS.ELA-Literacy.W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, 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 here.)
- **CCSS.ELA-Literacy.W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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Speaking and Listening:

- **CCSS.ELA-Literacy.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-Literacy.SL.11-12.1a** 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.
- **CCSS.ELA-Literacy.SL.11-12.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- **CCSS.ELA-Literacy.SL.11-12.1c** 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.
- **CCSS.ELA-Literacy.SL.11-12.1d** 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.

- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.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.

Language:

- **CCSS.ELA-Literacy.L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - **CCSS.ELA-Literacy.L.11-12.1a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - **CCSS.ELA-Literacy.L.11-12.1b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.
- **CCSS.ELA-Literacy.L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - **CCSS.ELA-Literacy.L.11-12.2a** Observe hyphenation conventions.
 - **CCSS.ELA-Literacy.L.11-12.2b** Spell correctly.

Unit Essential Questions:

1. Who, or what, controls our destiny?
2. In what ways is a person’s life journey spiritual or materialistic?

Evidence of Learning**Assessments:**

- Socratic Class Discussion / Lecture Notes / Participation
- Weekly Journal Prompts – Double Entry Journals
- Reading Comprehension Quizzes
- Pre and Post Tests
- Vocabulary
- Synthesis Paper
- Analysis and Interpretations of Literary Critiques
- Creative Work
- Presentations

Unit: Film Milestones -

Enduring Understanding:

Film going is habitual and is seen as merely a pastime, but great cinema has, of course, been long regarded as a serious (and still a popular) art form as well. One's cultural literacy should include films made by great world directors like Sergei Eisenstein, Federico Fellini and Orson Welles, and should feature venerable figures from Charlie Chaplin to Marilyn Monroe. (We may recognize their images but we seldom know their work.) Students will also learn film syntax and grammar and will understand how to "read" a film, as well as learning how to respond to film and articulate their ideas on an intellectual level.

Sample lesson resource from [readwritethink.org](http://www.readwritethink.org): "Reading Movies and TV: Learning the 'Language' of Moving-Image Texts" <http://www.readwritethink.org/classroom-resources/lesson-plans/reading-movies-learning-language-31064.html>

Learning Targets/ Common Core State Standards**College and Career Readiness:**

- **CCSS.ELA-Literacy.CCRA.R.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.
- **CCSS.ELA-Literacy.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- **CCSS.ELA-Literacy.CCRA.R.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.
- **CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **CCSS.ELA-Literacy.CCRA.R.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.
- **CCSS.ELA-Literacy.CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

Reading - Literature:

- **CCSS.ELA-Literacy.RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.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).
- **CCSS.ELA-Literacy.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. (Include Shakespeare as well as other authors.)

- **CCSS.ELA-Literacy.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).

Reading – Informational Texts:

- **CCSS.ELA-Literacy.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **CCSS.ELA-Literacy.RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.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

Writing:

- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.W.11-12.1a** 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.
- **CCSS.ELA-Literacy.W.11-12.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **CCSS.ELA-Literacy.W.11-12.1e** Provide a concluding statement or section that follows from and supports the argument presented.

- **CCSS.ELA-Literacy.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.
 - **CCSS.ELA-Literacy.W.11-12.2a** 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.
 - **CCSS.ELA-Literacy.W.11-12.2b** 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.
 - **CCSS.ELA-Literacy.W.11-12.2c** 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.
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Speaking and Listening:

- **CCSS.ELA-Literacy.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-Literacy.SL.11-12.1a** 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.
- **CCSS.ELA-Literacy.SL.11-12.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.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.

Language:

- **CCSS.ELA-Literacy.L.11-12.1** Demonstrate command of the conventions of standard English grammar

and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.11-12.1a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- **CCSS.ELA-Literacy.L.11-12.1b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- **CCSS.ELA-Literacy.L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - **CCSS.ELA-Literacy.L.11-12.2a** Observe hyphenation conventions.
 - **CCSS.ELA-Literacy.L.11-12.2b** Spell correctly.

Additional Authentic Aims:

- Identify the basic elements of art and principles of design in diverse types of artwork.
- Identify elements of art and principles of design in specific works of art and explain how they are used.
- Identify elements of art and principles of design that are evident in everyday life.
- Compare and contrast works of art in various mediums that use the same art elements and principles of design.
- Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
- Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works. that relate to specific cultural heritages.
- Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
- Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

Unit Essential Questions:

1. How does film work in terms of telling stories visually? wordlessly? through dance? through camera movement? lighting? mise en scene? shot composition? editing?
2. How does watching a film from another time period or another culture help us to understand and appreciate the world and the similarities and differences of diverse peoples and their beliefs?
3. How does close, critical viewing of a film work as a means to recognize, analyze, and evaluate recurring issues and patterns of conflict in contemporary life?
4. How can we analyze and appreciate film as a work of art?

Evidence of Learning

Assessments:

- Socratic Class Discussion / Lecture Notes / Participation
- Weekly Journal Prompts – Double Entry Journals
- Reading Comprehension Quizzes
- Pre and Post Tests
- Vocabulary
- Synthesis Paper
- Analysis and Interpretations of Literary Critiques
- Creative Work
- Presentations

Unit: Music Milestones -

Enduring Understanding:

- The growth of American (and British) musical forms has mirrored the growth and development of the United States over the past hundred years. Jazz, the Blues, the American Songbook, Rock'n'Roll, and Folk are all intrinsically American forms. A study of milestone performers and composers is a means to examining and appreciating the social growth of our country. This unit will look at key musical visions including Stephen Foster, "Jelly Roll" Morton, Scott Joplin, Robert Johnson; Igor Stravinsky's *Rite of Spring*; John Cage's *4'33"*; Irving Berlin, Cole Porter, Richard Rodgers and Lorenz Hart, George and Ira Gershwin, Jerome Kern, Kurt Weill and Bertolt Brecht, and Stephen Sondheim; Duke Ellington, Louis Armstrong, Billie

Holiday, Miles Davis, and John Coltrane; Bob Dylan and The Beatles; and Pink Floyd's *Dark Side of the Moon*.

Sample lesson resource from [readwritethink.org](http://www.readwritethink.org): "Celebrate blues legend Robert Johnson's birthday." <http://www.readwritethink.org/classroom-resources/calendar-activities/celebrate-blues-legend-robert-20502.html>

Learning Targets/ Common Core State Standards

Visual and Performing Arts:

- **CCSS.ELA-Literacy.CCRA.R.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.

College and Career Readiness:

- **CCSS.ELA-Literacy.CCRA.R.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.
- **CCSS.ELA-Literacy.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- **CCSS.ELA-Literacy.CCRA.R.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.
- **CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **CCSS.ELA-Literacy.CCRA.R.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.
- **CCSS.ELA-Literacy.CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

Reading - Literature:

- **CCSS.ELA-Literacy.RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text

leaves matters uncertain.

- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.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).
- **CCSS.ELA-Literacy.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. (Include Shakespeare as well as other authors.)
- **CCSS.ELA-Literacy.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).

Reading – Informational Texts:

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Writing:

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rewriting, or trying a new approach, 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 here.)

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Speaking and Listening:

- **CCSS.ELA-Literacy.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-Literacy.SL.11-12.1a** 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.
- **CCSS.ELA-Literacy.SL.11-12.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- **CCSS.ELA-Literacy.SL.11-12.1c** 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.
- **CCSS.ELA-Literacy.SL.11-12.1d** 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.
- **CCSS.ELA-Literacy.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.

- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.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.

Language:

- **CCSS.ELA-Literacy.L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - **CCSS.ELA-Literacy.L.11-12.1a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - **CCSS.ELA-Literacy.L.11-12.1b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- **CCSS.ELA-Literacy.L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - **CCSS.ELA-Literacy.L.11-12.2a** Observe hyphenation conventions.
 - **CCSS.ELA-Literacy.L.11-12.2b** Spell correctly.

Authentic Aims:

- Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
- Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

Unit Essential Questions:

1. What cultural influences did the European immigrant and the African American bring to the creation of the popular American song?
2. Trace the connection among Spirituals, the Ring Shout, Field Hollers and Work Songs.
3. How did the American labor movement effectively use music to spread its message? What is jingoism? How

was it used during WWII?

4. How did Rock 'n' Roll give voice to the post-WWII American teenager? How did Rock 'n' Roll reflect the rise of the teenager as a viable demographic?

Evidence of Learning

Assessments:

- Socratic Class Discussion / Lecture Notes / Participation
- Weekly Journal Prompts – Double Entry Journals
- Reading Comprehension Quizzes
- Pre and Post Tests
- Vocabulary
- Synthesis Paper
- Analysis and Interpretations of Literary Critiques
- Creative Work
- Presentations