

# CP English 12 - Unit 6

Content Area: **ELA**  
Course(s): **English 12**  
Time Period: **Marking Period 3**  
Length: **5 weeks**  
Status: **Published**

## Course Pacing Guide

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College Prep English 12 allows students to discover the power of language - from its early forms of spoken and written English to the more contemporary texts. Students will reflect on and respond to various forms and types of texts and assess the world and their place in it.

Unit	MP	Weeks
Memoir and the Language of Story Telling	1	3
Evolution of English Language	1	5
Tragic Formula and Community	2	4
Individual and Familial Identity	2	4
Money and Power and Corruption	3	3
Language and Power and Corruption	3	5
Individual's Sense of Self, Family, Community, Learning	4	8

## Unit Overview

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Students will discover the role of the individual citizen in society as well as the power the government has over its citizens. By analyzing the themes of individualism, social class disparity, and the abuse of power, students can form their own opinions about today's society and their future, whether as tomorrow's leaders or as followers.

## Enduring Understandings

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1. One must understand the importance of being aware of what is going on in the world and to understand other cultures, in order to be an educated and empathetic human being.
2. Students will understand the role that a government plays on its citizens and will question the role of an individual in

society.

3. Students will evaluate literature with political intent and examine its validity and connection to today's politics.

## Essential Questions

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1. What is going on in the world and what do I think about it?
2. How powerful is language in the presentation or corruption of ideas?
3. What do I understand about the world?
4. How do world events contribute to my identity?
5. How do I belong in the world?
6. How can language be used as a tool or weapon?

## New Jersey Student Learning Standards (No CCS)

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LA.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.
LA.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.
LA.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).
LA.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.)
LA.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.
LA.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).
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.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.
LA.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.
LA.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.
LA.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).

LA.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.
LA.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.
LA.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.
LA.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.
LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## **Amistad Integration**

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Students will understand how language was used against African Americans to demean their roles as American citizens.

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.A.4.c	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
SOC.6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
SOC.6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.

## **Holocaust/Genocide Education**

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Students will compare characters and governments in the various texts with the governments of today and of the Nazis.

SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical

events.

SOC.9-12.1.3.2

Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.

## Interdisciplinary Connections

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In connection with the social studies department, students will investigate the corruption of political powers.

SOC.9-12.1.1.1

Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

SOC.9-12.1.1.2

Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.

SOC.9-12.1.3.2

Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.

SOC.9-12.1.4.2

Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

## Technology Standards

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TECH.8.1.12

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.D

Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

## 21st Century Themes/Careers

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CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

## Financial Literacy Integration

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PFL.9.1.12.E.4

Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.

PFL.9.1.12.E.5

Evaluate business practices and their impact on individuals, families, and societies.

## Instructional Strategies & Learning Activities

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1. Define propaganda and evaluate techniques used within novel as well as our present-day society.
2. Identify the novel's powerful themes (freedom, language, education & relationships). Identify use of irony/paradox in the novel.
3. Analyze author's approach to characterization and use of symbolism to create meaning.
4. Storyboard: Students select key quotes and illustrate important scenes for specified section of the novel.
5. Graphic organizers to locate 4-5 quotes that identify a major character. Illustrate the character.
6. Journals: "How important is language in maintaining personal freedom?" "Discuss an example of a situation where you feel the government exerts too much influence in the lives of individuals."
7. Creative Writing Pieces: Poem written from the perspective of Winston Smith or rewrite an ending to 1984.
8. Decipher propaganda in television
9. Winston-inspired blog entries.
10. Complete Vocabulary Units 7-9 by identifying part of speech and definition.
11. Practice sentence writing with partner.

## Differentiated Instruction

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- Inquiry/Problem-Based Learning
- Sentence & Discussion Stems
- Tiered Learning Targets
- Meaningful Student Voice & Choice
- Debate
- Goal-Setting & Learning Contracts
- Socratic Seminar
- Rubrics
- Jigsaws
- Learning Through Workstations

- Concept Attainment

## **Formative Assessments**

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1. Study guide questions
2. Mini Presentations
3. Character charts
4. Close reading charts and analyses
5. Key terms worksheet
6. Trump and Language worksheet
7. Actively participate in class discussion of reading
8. Group discussion on propaganda

## **Summative Assessment**

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1. Informative essay on potential topics: • Freedom • Language • Power • Relationships
2. End of *1984* test
3. Research on current issues

## **Benchmark Assessments**

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Students will complete an anticipatory guide on issues to agree or disagree on. This will gauge their own stance on issues. We will return to this guide and answer questions again at the end of the unit.

## **Alternate Assessments**

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- Shorten assignment for mastery of content.
- Give directions in small steps or chunks.
- Number and sequence steps or tasks.
- Provide visual aids.
- Allow technological assistance with tasks (audio reading of *1984*).
- Permit extended time to complete assignment.
- Use pass/fail.

## **Resources & Technology**

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1. PowerPoint and word processing
2. 1984 Apple commercial
3. <http://readwritethink.org/classroom-resources/lesson-plans/decoding-dystopian-characteristics-macintosh-933.html>
4. Grammarly Google Extension for grammar and spelling assistive technology
5. LearningAlly audio books
6. George Orwell's Essay "Politics and the English Language"
7. Audio recording of 1984 <https://archive.org/details/George-Orwell-1984-Audio-book>

## **BOE Approved Texts**

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*1984* by George Orwell, Signet Classics, 1977.

## **Closure**

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- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Create propaganda poster
- Low-Stakes Quizzes
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have students create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Students write notes to peers describing what they learned from their propaganda poster.
- Exit tickets

## **ELL**

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- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

## Special Education

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- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments
- Specify and list exactly what the student will need to learn to pass.
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Grade spelling separately from content.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Permit a student to rework missed problems for a better grade.

## 504

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- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing



- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits

## **At Risk**

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- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring

## **Gifted and Talented**

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Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking

