CP English 12 - Unit 2

Content Area: **ELA**
Course(s): **English 12**
Time Period: **Marking Period 1**
Length: **5 weeks**
Status: **Published**

Course Pacing Guide

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

Students will investigate the origins of the English language as the basis of storytelling. Continuing to focus on Sophocles' quote. "The unexamined life is not worth living," students will read and study the early English works of *Beowulf* and *The Canterbury Tales* and investigate what these stories tell us about the power of language and a writer's choice.

Enduring Understandings

1. Students will understand how societies - past and present - are defined by personal history, traditions, experiences, and

relationships.
2. Students will understand how the world is defined by stories and traditions that shape how we view morals and one another.
3. Students will understand the power of words and story telling.
4. Students will understand that stories can be told through many lenses.

Essential Questions

1. How do I define myself?
2. How am I perceived by others?
3. How do I perceive others?
4. How does literature (even from over 800 years ago) help me define myself as a 21st century student?
5. What can I learn from others and how does it help create who I am?
6. What qualities make someone a good leader and/or hero to a community?
7. How is satire an effective mode of writing?

New Jersey Student Learning Standards (No CCS)

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.11-12.3	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.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
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.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.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.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.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.11-12.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.

Amistad Integration

| 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. |

Holocaust/Genocide Education

Students will read about discrimination in early English texts.

| LA.RL.11-12.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.) |
| 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. |

Interdisciplinary Connections

In connection with the social studies department, students will discuss geographical regions as well as religious and cultural movement and how societies used religion and geographyfor cultural identity.

| SOC.6.3.12.CS1 | Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. |

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.9-12.1.2.1	Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.

Technology Standards

TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.

21st Century Themes/Careers

Students will address the evolution of careers and work together to produce class presentations.

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	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Financial Literacy Integration

Students will develop an understanding of the evolution of classes based on financial wealth and how finances establish a society.

PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.

Instructional Strategies & Learning Activities

- Chart Beowulf's characteristics as an epic hero.
- Apply hero characteristics to self and contemporary heroes in modern fiction and real life to see how concept of 'hero' has changed depending on society.

- Read and interpret specific lines from each section of *Beowulf*.
- Practice poetic devices for boast but also examine how some poetic devices apply to college essay.
- Complete organizer for personal boast.
- Outline major historical events related to language.
- Use class discussion to question and determine contemporary heroes as related to honor, loyalty, and Anglo-Saxon concept of heroism.
- Discussions of stock character analysis; journaling and quick responses: Why is *Canterbury Tales* focus on common man closer to our view of literature than A-S view? How does tone of CT change when different character tell their tale?
- Work collaboratively with group to read, summarize, and teach an assigned tale to the class.
- Perform assigned tale as a group - including props, costumes, and script.
- Complete vocabulary for Units 1-3 by identifying part of speech and definition.
- Practice sentence writing with partner.

Differentiated Instruction

- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through performance
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- LMS - YouTube for Tales
- Grouping
- Rubrics
- Learning Through Workstations
- Concept Attainment
- Assessment Design & Backwards Planning

Formative Assessments

- In class writing of sentences to practice word choice and active voice
- In class identification of the characteristics of Anglo-Saxon epic poem including supernatural elements, belief in fate, and poetic devices of caesura, alliteration, and lack of rhyme.
- In class identification of the characteristics of epic hero (superhuman strength and/or intelligence, alone in battle, reflects ideals of society, weakness, etc).
- Understand and identify the differences between poetry of Chaucer and that of Anglo-Saxon poetry.
- In class reading of "A Modern Proposal" to define satire.
- Define frame tale and understand characteristics of satire as a basis of literature: analyze use of stock characters and narrative frame in character development.
- Interpret and create satire in modern setting.

- Collabortive work on tale instruction.

Summative Assessment

- In class argumentative response on whether Beowulf was a good man (does he have worth?).
- Formal boast that incorporates the Anglo-Saxon poetic devices such as alliteration, kennings, family information, accomplishments, and goals).
- Research on assigned pilgrim and tale.
- Use of secondary source for analysis of pilgrim and tale.

Benchmark Assessments

Reading logs will monitor student understanding of language.

Alternate Assessments

- Shorten assignment for mastery of content.
- Give directions in small steps or chunks.
- Number and sequence steps in a task.
- Provide visual aids.
- Allow technolgical assistance with tasks (audio reading, use of Grammarly, YouTube).
- Permit exended time on assignments.
- Use pass/fail.
- Allow for drafts and rewritten analyses.

Resources & Technology

- Excerpts of audio version of Seamus Heaney reading *Beowulf* (https://www.youtube.com/watch?v=AaB0trCztM0 and http://www.wwnorton.com/college/english/nael/noa/audio.htm)
- Interactive site with overview of text and historical information (http://www.readwritethink.org/files/resources/interactives/beowulf/)
- Norton Anthology of English Lit overview of *Beowulf* (https://www.wwnorton.com/college/english/nael/middleages/topic_4/welcome.htm)
- Scenes from Robert Zemeckis' 2007 film *Beowulf*
- Audio files of various tales: http://www.luminarium.org/medlit/canterbury.htm, Teacher Guide:

- http://www.glencoe.com/sec/literature/litlibrary/pdf/canterbury.pdf,
- Chaucer at Web English Teacher: https://www.varsitytutors.com/englishteacher/chaucer.html
- Wife of Bath's lesson plan: http://www.b-g.k12.ky.us/userfiles/1049/The-Wife-of-Bath-s-Tale%20text.pdf
- The Onion newspaper for satire compare/contrast activity/assessment: http://www.theonion.com/, as well as movie versions
- Grammarly Google Extension for grammar and spelling assistive technology
- LearningAlly audio books
- Promenthean Board

BOE Approved Texts

- *Beowulf*, translated by Seamus Heaney, Bilingual Edition, W.W Norton Company, 2000.
- *The Canterbury Tales* by Geoffrey Chaucer, translated by A. Kent Hieatt and Constance Hieatt, Bantam Books, 1964.

Closure

- Exit tickets
- Students vote for best tale performance

ELL

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

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Substitute alternatives for written assignments.
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs.
- 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, 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.
- Permit as much time as needed to finish assignments.
- Allow the student to complete an independent project as an alternative test.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of performance (boast and tale).
- Stand near the student when giving directions or presenting a lesson.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

- 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 and accompaniment to visits

At Risk

- Provision of notes or outlines
- Concrete examples
- 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
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- 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
- Chart progress and maintain data

Gifted and Talented

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