

CP English 12 - Unit 5

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

During a time of crisis, discord, or terror, speaking out and standing up for what is right can put a person and his/her family in danger. Individuals are often faced with the option of keeping quiet, cooperating, and ignoring their principles in order to protect self and family. Students will investigate this dilemma as it pertains to the past, present and future.

Enduring Understandings

1. Students will understand the importance of being aware of what is going on in their world.
2. Students will understand conflict in personal life vs society and family.
3. Students will understand the importance of standing up for what is right and the oppression this action can bring.
4. Students will understand that authority can be misused.
5. Students will understand the tendency of people to rally behind a position, misuse authority, and squash those who oppose

them.

Essential Questions

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. Does our life have meaning?
7. Is doing right more important than surviving?
8. Can we live with ourselves without standing up for our principles?

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.11-12.2	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.11-12.7	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.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
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.11-12.7	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.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme

	Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
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.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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.

Amistad Integration

Using the concept of abuse, students will respond to African American abuse of the past.

	also striving to create an American identity.
SOC.6.1.12.D.2.a	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
SOC.6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

Holocaust/Genocide Education

Abuse of power exists throughout history. Examining this abuse as it pertains to the history of prejudice, discrimination, and genocide will help students take personal responsibility to fight racism and hatred.

SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.A.14.c	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.

Interdisciplinary Connections

In connection with the social studies department, students will research incidents of prejudice and government abuse as well as examples of standing up for individual rights.

SOC.6.3.12.CS1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.6.3.12.CS3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.6.3.12.CS5	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.
SOC.6.3.12.CS6	Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
SOC.6.3.12.CS7	Take actions that result in a more just and equitable society.

Technology Standards

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.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.

21st Century Themes/Careers

Through valid research, students will understand how people have voiced dissent and used their voice to bring change.

CRP.K-12.CRP11

Use technology to enhance productivity.

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

Financial Literacy Integration

Students will begin to understand how financial policies can impact their everyday lives.

PFL.9.1.12.E.1

Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations.

PFL.9.1.12.E.2

Analyze and apply multiple sources of financial information when prioritizing financial decisions.

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

- Primary source analysis
- Working in groups, students will read and analyze *The Enemy of the People* and create provocative questions and/or point out provocative phrases and lead the class in discussing them.
- Students will research essay about people being abused, standing up for their rights and/or persecuted for standing up for their rights.
- Students will read a chapter of *Jackie Robinson* by Arnold Ramersad (1997) and have a discussion about its contentious issues.
- Jigsaw activity: Standing Up and Standing Out.
- Jigsaw activity: Big Companies and Big Money.
- Journal entries on character and conflict.

Differentiated Instruction

- Inquiry/Problem-Based Learning
- Learning preferences integration (commercials)
- Sentence & Discussion Stems
- Learning through performance
- Relationship-Building & Team-Building
- Self-Directed Learning
- Debate
- Grouping
- Socratic Seminar
- Rubrics

- Jigsaws
- 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 modern problem play that deals with contentious social issues through debates between the characters on stage, who typically represent conflicting points of view within a realistic social context.
- In class identification of the characteristics of protagonist and antagonist.
- Understand the importance of the audience reaction in a problem play.
- In class research on identifying the term blacklist with examples.
- In class reading of "The Court Martial of Jackie Robinson" and discussion of contentious issues.
- Define problem play and understand characteristics of problem play as a basis of drama: analyze use of societal issues. What would a modern problem play be about?
- Interpret the importance of setting in a play.
- Collaborative work on scene instruction.
- Group discussion on social media.

Summative Assessment

- End of unit test on *An Enemy of the People*
- Working in groups pairs students research an example of abuse in our society. Examples or suggestions include "crackdown on dissent," "civil liberties," and "violation of human rights." When groups read the approved article, they will provide a summary and opinion of the abuse with a thesis, and a body that explains the judgment about the episode (i.e.: how it was handled, how it should have been handled, and reasons supporting their judgment); then they will compose a closing that re-emphasizes their thesis.
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Benchmark Assessments

Pre-reading questions on Ibsen as a playwright (asking students to draw on knowledge of reading *A Doll's House* in sophomore year) and the meaning of words "enemy" and "people" and concept of community outrage. Questions and discussion will focus on modern issues so students can understand the evolution of problem plays.

Alternate Assessments

- Shorten assignments for mastery of content.
- Have articles prepared for student research/reading.

- Allow students to read Arthur Miller's 1979 translation.
- Give directions in small steps.
- Provide visual aids.
- Number and sequence steps.
- Allow technological assistance with tasks (audio reading of play and use of Grammarly with word processing).
- Permit extended time to complete assignments.
- Use pass/fail.

Resources & Technology

- PowerPoint or Google doc
- 1978 Steve McQueen film (available on Amazon)
- Database searching for social issues
- Grammarly Google extension for grammar and spelling technology
- LearningAlly audio book

BOE Approved Texts

Four Great Plays by Henrik Ibsen, translated by R. Farquharson, Bantam Classic, 1959

Closure

- 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.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Have students dramatize a real-life application of a problem play.
- 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 them during class presentation of societal problem.
- Exit ticket

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

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- 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.
- Allow take-home or open-book tests.
- 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.
- 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.

- 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

- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- 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
- 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