

CP English 12 - Unit 4

Content Area: **ELA**
Course(s): **English 12**
Time Period: **Marking Period 2**
Length: **4 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 discover how society defines and helps the individual process emotions and display fundamental aspects of human nature. By researching the origins of tragedy in storytelling, students will gain empathy. According to Aristotle tragedy evokes a wonder born of pity and fear and provides a cathartic result. Students will learn how people of the past sympathized with the protagonist, possibly recognizing in him/her our own human weaknesses. Shakespeare offers a study of the purpose of life and how an individual can struggle with his obligation to family.

Enduring Understandings

1. In order to understand oneself and one's world, it is essential to evaluate the individual and society, and how each works together and/or in opposition.
2. Literature mirroring the human condition challenges us to take a moral stance.

Essential Questions

1. How does my community contribute to my identity?
2. What do I understand about the community in which I live?
3. Does my community provide a sense of belonging?
4. What is more important: the individual or the community?
5. What is the nature of tragedy?
6. How does one fall from favor from society and family?
7. How do a person's thoughts and actions define his identity?
8. How important are familial relationships to one's self esteem or development?
9. How can individuals endure hostile environments within one's own community?

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.11-12.5	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.11-12.7	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.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.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.

Amistad Integration

Discussion of Shakespearean roles played by African American actors.

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.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
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.

Holocaust/Genocide Education

Students will discuss prejudice, discrimination, and racism in Shakespeare.

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.)

Interdisciplinary Connections

In connection with the performing arts and media, students will evaluate various performances of *Hamlet*.

VPA.1.1.12.C.CS1	Theatre and the arts play a significant role in human history and culture.
VPA.1.1.12.C.CS2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
VPA.1.1.12.C.CS3	Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.

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.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.

21st Century Themes/Careers

Students will address the skills of clear and effective communication.

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.

Financial Literacy Integration

Students will develop an understanding of financial implications of staging a drama production and attending a performance.

PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.

Instructional Strategies & Learning Activities

1. Reading logs for *Hamlet* should highlight words (honesty, truth, haste).

2. Interpret director's portrayal of play.
3. Annotate text and participate in in-class reading of scenes.
4. Define tragic hero in Hamlet.
5. View and discuss film versions.
6. Investigate attending a local production of *Hamlet*.
7. Use TACRAC to identify counter-arguments, to choose authority from the text for refutation in whole-class strategic argumentative paragraph construction.
8. Hamlet large and small group reading of plays.
9. Research and effective presentation skills.
10. Actively participate in in-class viewing of plays.
11. Complete Vocabulary Units 4-6 by identifying part of speech and definition.
12. Practice sentence writing with partner.

Differentiated Instruction

- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Learning through performance
- Debate
- Grouping
- Socratic Seminar
- Rubrics
- Jigsaws
- Assessment Design & Backwards Planning

Formative Assessments

1. Understand and identify poetic devices of rhyme, meter, alliteration, assonance, metaphor, simile, personification, repetition, soliloquy, etc.
2. Understand and identify structural devices of scenes and acts.
3. Characterize Hamlet as a protagonist.
4. Keep reading logs with scenes.
5. Group discussion of scenes and movie version.

Summative Assessment

1. *Hamlet* argumentative essay that is drafted and edited with argument, counterargument and refutation.
2. Facebook Profile for character of choice in *Hamlet*.

3. Final test for *Hamlet* - knowledge of plot, characters, conflict, theme as well as quote identification.

Benchmark Assessments

Students will take a survey of Shakespearean knowledge (background, lines from plays) to assess how much they know about the man, his plays, and his 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 technological assistance with tasks (audio reading of play and use of word processing or Grammarly).
- Permit extended time to complete assignments.
- Use pass/fail.

Resources & Technology

- PowerPoint or Google doc for Shakespeare information
- Discovery United Streaming segments on Shakespeare
- DVD of films
- Database searching for literary criticism
- Grammarly Google Extension for grammar and spelling assistive technology
- LearningAlly audio books

BOE Approved Texts

The New Folger Library Hamlet by William Shakespeare, Washington Square Press, 1992.

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).
- Direct students to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- THINK-PAIR-SHARE
- Exit tickets

ELL

- 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 sample paragraph).
- Stand near the student when giving directions or presenting a lesson.
- 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

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