

CP English 12 - Unit 3

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.

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? What is more important: the individual or the community?
4. What is the nature of tragedy?
5. How does one fall from favor from society and family?
6. How do a person's thoughts and actions define his identity?
7. How important are familial relationships to one's self esteem or development?
8. 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.11-12.5	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.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.11-12.10b	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).

Amistad Integration

Choral identity and use of masks in Greek tragedy will make comparison to African American experience.

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

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Interdisciplinary Connections

Performing Arts standards are crucial for student performance

VPA.1.1.12.A.1	Articulate understanding of choreographic structures or forms (e.g., palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation) in master works of dance.
VPA.1.1.12.A.CS2	Acute kinesthetic awareness and mastery of composition are essential for creating and interpreting master works of art.
VPA.1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
VPA.1.1.12.B.CS1	Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining

	factors in the categorization of musical genres.
VPA.1.1.12.C.1	Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.
VPA.1.1.12.C.2	Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
VPA.1.1.12.C.3	Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.
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.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
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.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

Instructional Strategies & Learning Activities

1. Study guide questions, lecture and note taking on Greek drama.
2. Group reading and analysis of selected Greek drama.
3. Presentation of Greek dramas.
4. Outline Greek theater history.
5. Large and small group listening.
6. Greek Drama: Large and small group reading of plays.
7. Comparing modern day Greek tragedy to elements of ancient Greek tragedy.

Differentiated Instruction

- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Learning through performance
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning

- Mastery Learning (feedback toward goal)
- Goal-Setting
- Grouping
- Rubrics
- Jigsaws
- Learning Through Workstations
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

1. Study guide questions
2. Reading logs
3. Modern day Greek drama worksheet comparison.
4. Closely examine text/theme and background of play.
5. Summarize and interpret scenes, characters, conflicts.
6. Identify elements of tragic hero (how are these elements different than epic hero?).
7. Actively participate in in-class reading and viewing of plays.

Summative Assessment

1. As a final presentation, groups will present scenes (with props, script, and costuming) to class and teachers for evaluation and award based on elements and presentation.
2. Research Greek theater history and write a one page analysis with proper citations.

Benchmark Assessments

Understanding of Greek elements will be quizzed at beginning. Application of these elements to modern Greek tragedy will take place at end of unit.

Alternate Assessments

- 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

1. PowerPoint or Google doc for Greek Drama information
2. Discovery United Streaming segments on Greek Tragedy
3. DVD of films
4. Database searching for literary criticism
5. Grammarly Google Extension for grammar and spelling assistive technology
6. LearningAlly audio books
7. Promethean Board

BOE Approved Texts

Oedipus Rex

Mystic River

Closure

- Students will use song selection to sum up Greek elements.
- 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
- Question Stems - Have students write questions about the lesson on cards. Have students exchange cards and answer the question they have acquired.
- THINK-PAIR-SHARE
- Have students write exit tickets identifying the key elements of Greek tragedy.
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

- 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.
- Substitute alternatives for written assignments (students can make props for Greek tragedy presentation)
- 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.
- 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.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Allow the student to complete an independent project as an alternative test.
- Show a model of the end product of directions.
- 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
- excused lateness, absence, or missed classwork
- pre-approved nurse's office 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
- Pace long-term projects
- Film or video supplements in place of reading text
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring

Gifted and Talented

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking

