

Unit 3 - Moral Journeys

Content Area: **English**
Course(s): **Advanced Placement English IV**
Time Period: **November**
Length: **4 Weeks**
Status: **Published**

Enduring Understandings

- The debate between free will and fate is a universal theme that can be identified in literature from the beginnings of the written word.
- Any character trait taken to excess can be tragic for the character and those who interact with him.

Essential Questions

- What is the function of human will in relationship between good and evil?
- In the face of adversity, what causes some people to choose a righteous path while others falter?
- What turning points determine some individuals' pathways to the dark side?

Lesson Titles

- Background Review of Shakespearean Literature and Times (1 day)
- Macbeth - Overview and "What Would You Do?" Scruples Activity to Test Moral Compass (2 days)
- Macbeth - Passage Analysis and Corresponding AP Multiple Choice Quizzes (Throughout Unit - About 10 Days Total)
- Macbeth - Socratic Discussions on Theme, Characters, and Making Logical Predictions of Plot (Throughout Unit - About Three Days Total)
- Macbeth - Vocabulary Development and Examination of Usage with Final MC Test (Throughout Unit - About Three Days Total)
- Writing as a Final Product - AP Prompt as Essay Test (1 day)
- Examination of Moral Journeys in Literature - Graphic Organizers to Connect Foster's Chapters and Works of Literary Merit (2 days)

21st Century Skills and Career Ready Practices

Global perspectives

Civic Literacy

Health Literacy

Critical Thinking & Problem Solving

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.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

History/Psychology

- Short lessons specific to the time period of the literature that is being studied. (Vietnam, Renaissance, Anglo-Saxon, Mid-Century American life, Victorian Era)
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| 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. |

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

Analysis of given sets of lines from Macbeth

Direct instruction and small group instruction

Student presentations on student-made MC AP-level questions

Independent reading with annotations and inferences

Socratic Seminars

Blooms: Remembering, Understanding, applying, analyzing, evaluating

Delsea One

SWAG

- Analyzing
- Applying
- Understanding

At Risk Modifications

Discuss challenges noticed in the student's work/behavior to assess the underlying issues

Develop a personalized plan between the teacher and student for late work/incorrect work

Refer the student to the appropriate services within the school system if the teacher-led modifications do not show results or changes.

Delsea One

SWAG

ELL Modifications

One-on-one tutoring during Delsea One office hours and after school hours

Provide study guide that is more specific to the student-interpretation of directions

Rewording of directions for clarification of unknown/unfamiliar words

Delsea One

SWAG

IEP & 504 Modifications

Providing one-on-one tutoring during Delsea One office hours and after school

Non-verbal redirection of behaviors

Teacher review and revision of class notes

Repetition and restatement of directions as needed/necessary

Delsea One

SWAG

G&T Modifications

Cross-curricular connections, especially to historical events and people

SWAG

Delsea One

Formative Assessment

Warmup:

Vocabulary questions aligned with unit and College Board's AP exam.

Sample question from released exams

Anticipatory Set:

Question of the day (e.g, How does an individual's reaction to conflict and change impact their ability to prevail?).

Activity on heroes in daily life: defining a hero, etc. Can be taken from media, local/regional news, film, etc.

Closure: 1 minute response related to question of the day to include information from the lesson to ensure assimilation of content and skills.

- Writing practice AP prompts/MC stems

Summative Assessment

Formal debate

AP-Level MC and essay tests

Benchmark (Assessments)

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

Macbeth

Scotland, PA

- Google docs for collaboration

Technology

Remind 101: alerts and announcements

Google Classroom: Classwork, announcements, handouts, links, and assignment submission

Smart Board: lessons, editing, student presentations

Chromebook: classwork, notes, links, online participation sites, research

TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.