Unit 1- Reading Literature

Content Area: **Language Arts Literacy**
Course(s): **English 12 Honors**
Time Period: **Marking Period 1**
Length: **10 Blocks**
Status: **Published**

Course Description

Credits: 5

Prerequisite: 85 in English 11 Honors OR 91 in English 11 CP with teacher recommendation

Grade: 12

This course is designed for the student who has developed an exceptional proficiency in critical reading and thinking as well as advanced writing skills. Students are challenged with numerous fictional literary readings from several genres and related non-fiction. In addition, students complete many writing assignments and extensive outside readings. Students explore the modes of writing on a more sophisticated level; journal writing will address students' creative talents while other assignments will be analytical in nature. Students use MLA and The BIG6 information literacy model to conduct problem-based research projects.

Unit Description

Stage 1-- Desired Results

Unit Purpose:

In this unit, students will read literature and discuss in book clubs. 12th grade teachers refresh/review those same skills from the years prior to check for complete understanding as well as increase the rigor.

Established Goals:

New Jersey Student Learning Standards: English Language Arts Grades 11 and 12

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Explicit:

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.

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.

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).

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.)

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.

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).

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Implicit:

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

2. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Understandings:

Students will understand that…

-Readers use what they already know to help aid in the understanding of a text.
-Readers consider the context of the text when forming an idea about the purpose.
-Readers use strategies to study specific areas of a text to analyze what is directly stated in a text from what is really meant.

Essential Questions:

-How do pieces of literature differ?
-How does an author's choice impact the development and relate to elements of a story?
-How are central ideas or themes developed over the course of texts?
-What are the impacts of words and phrases as they are used in the text?
-How does an author's style impact what is directly stated in a text from what is really meant?

Students will know…

-How to distinguish an author's purpose.

Students will be able to…

-Develop critical reading habits.

-Which literary devices are commonly used.
-How the historical context and author's opinion plays an important role in a text.

-Focus on the context of the text.
-Analyze the author's choices and the impact those choices have on the text.
-Identify central ideas and themes.
-Make connections between the text and the historical background.

Stage 2 -- Assessment Evidence

Summative Assessments:

Reading On Demand Skills Assessment

Book Club Assessment

Book Club Project

Formative Assessments:

Quizzes (3 "Minor" Assessments)- Demonstration of explicitly-taught skills through quizzes

Reader's Notebook (5 "Homework" student-selected entries) - Five entries over the course of the unit in which reading skills are explored.

Stage 3 -- Learning Plan

Learning Activities:

-Introduce the standards, essential questions, assessment evidence and corresponding rubrics, and calendar of lessons to students.
-Execute standards-based mini-lessons to develop skills and strategies.
-Collaborate with assigned partners.
-Experience activities where speaking and listening skills are used during Book Talks.
-Confer individually with teacher and peers.

Mini-Lessons

-Analyzing Text - two or more ideas central ideas -- building on one another
-Drawing Inferences - leaves the matters uncertain
-Identifying Theme
-Author's Choices - analyze multiple interpretations, evaluate version interpretation
-Figurative & Connotative Word Use
-Plot Elements & Structure
-Unstated Point of View (i.e. satire, sarcasm, irony)

Resources

All student selected choices available through classroom library, school or public library, or bought buy student.

Works of Study:

Book Club Choices:

- *Fahrenheit 451* by Ray Bradbury
- *A Day in the Life of Ivan Denisovich* Aleksandr Solzhenitsyn
- *One Flew Over the Cuckoo's Nest* by Ken Kesey
- *Candide* by Voltaire
- *The Handmaid's Tale* by Margaret Atwood

The poetry of Maya Angelou

"Mines" by Susan Straight

"Sweat" by Zora Neale Hurston

Potential Works of Study:

"Cell One" by Chimamanda Ngozi Adichie

"How to be an Other Woman" by Lorrie Moore

Online Resources:

Smoop, Gradesaver

SAT Connection:

The Official SAT Study Guide

Chapter 6 Command of Evidence

Chapter 7 Words in Context

Chapter 9 Reading: Information and Ideas

Chapter 10 Reading Rhetoric

Chapter 11: Reading Synthesis

Chapter 14 Writing and Language: Expression of Ideas

Chapter 15 Writing and Language: Standards of English Conventions

Vocabulary:

Lit- based vocabulary

*Student selected vocabulary

CONSIDERATIONS FOR DIVERSE LEARNERS

Accommodations and Modifications:

Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios
- Problem-based learning
- Interest-based research
- Authentic problem-solving

Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Personal vocabulary
- Text-to-speech
- Simplified instructions
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Strategies and Practices that Support At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Guided reading
- Introduce key vocabulary before the lesson
- Work in a small group
- The lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability
- Choice Boards
- Literature circles
- Project-based learning
- Graphic organizers
- Choice books
- Mini-Workshops to reteach or extend
- Jigsaw
- Goal-setting with students
- Use of a reading buddy
- Exploration based on interest

Strategies and Practices that Support Students with 504 Plans:

- Follow all the 504 plan modifications
- Text-to-speech/audio-recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists

- Provide anchor charts with high-frequency words and phonemic patterns

Standards

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Anchor Standards

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.K-12.NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Interdisciplinary Standards

RH.11-12.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.11-12.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.11-12.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. New Jersey Student Learning Standards for English Language Arts Companion

RH.11-12.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. Integration of Knowledge and Ideas

RH.11-12.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.11-12.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.11-12.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

Holocaust & Amistad Connections

SOC.6.1.12.A.3.h	Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
SOC.6.1.12.A.3.i	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
SOC.6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Computer Science & Design Thinking (CS & DT):

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.D.4 - Assess the credibility and accuracy of digital content

LGBTQ & Persons With Disabilities

The Handmaid's Tale by Margaret Atwood

Persons with Disabilities

- *Resistance and Hope: Essays by Disabled People*

- NY Times Disability section

LGBTQ

- 27 Must-Read Queer Essays from 2016