LHS ELA 12 Unit 3

Content Area: Course(s): ELA

Course(s): Time Period:

MP3

Length: Status:

Published

Unit Overview

Theme: The Burden of Isolation and Imprisonment and the Power of Hope

Benchmark Text Focus: Literature

Anchor Text: Rita Hayworth and the Shawshank Redemption

Writing Genre Focus: Argumentative

Benchmark & Answer Key

Targeted ELA Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

ELA.L.SS.11-12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.KL.11-12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ELA.L.VL.11-12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VI.11-12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.RL.CR.11-12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.RI.CR.11-12.1	Accurately cite a range of thorough textual evidence and make relevant connections to

strongly support a comprehensive analysis of multiple aspects of what an informational

	text says explicitly and inferentially, as well as interpretations of the text.
ELA.RL.CI.11-12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
ELA.RI.CI.11-12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
ELA.RL.IT.11-12.3	Analyze the impact of the author's choices as they develop ideas throughout the text 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).
ELA.RI.IT.11-12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
ELA.RL.TS.11-12.4	Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
ELA.RI.TS.11-12.4	Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
ELA.RL.PP.11-12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
ELA.RL.MF.11-12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).
ELA.W.AW.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
ELA.W.WP.11-12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.W.RW.11-12.7	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.
ELA.SL.PE.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.
ELA.SL.PI.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
ELA.SL.AS.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Weekly Structure

Day One Day Two Day Three Day Four Day Five Day Six

	ading ocus	Reading	Focus		ading ocus	Reading	j Focus	Reading Focus		Reading Focus	
Acti vity	Sugge sted Time	Activity	Sugge sted Time	Acti vity	Sugge sted Time	Activity	Sugge sted Time	Acti vity	Sugge sted Time	Activity	Sugge sted Time
		Mini-				Mini-				Mini-	
	10	lesson	10		10	lesson	10		10	lesson	10
Do	minute	review/r	minute	Do	minute	review/r	minute	Do	minute	review/r	minute
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Do)	s	Closure	s	Do)	s	Closure	s	Do)	s	Closure	s

Day Seven Day Eight			Da	y Nine	Day Ten		
	Writi	ng Focus		Writing Focus			
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini- lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes	Mini- lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

Rationale

Isolation can be a profound and challenging experience, yet the power of hope can transform despair into resilience and freedom. "Rita Hayworth and Shawshank Redemption", Stephen King's novella, provides a compelling narrative that explores these themes, making it an ideal text for examining how individuals cope with isolation and harness hope to overcome adversity.

The writing focus on argument asks students to consider societal issues such as prison, isolation, corruption, and treatment of prisoners to craft position papers arguing for or against change.

The benchmark focuses on an informative text "I went from Prison to Professor" provides an example of a text that both explores the themes of "Rita Hayworth and Shawshank Redemption", and provides a model position paper arguing for reform in the justice system. The writing task asks students to argue whether the treatment of the article's author in the justice system was fair or unfair allowing students to explore the themes taught in this unit and practice writing argument.

Enduring Understandings

Content Specific	Skills Specific
 Portrayed prison life in literature vs. real prison life Isolation has profound and lasting impact on people What it means to be guilty The power of friendship and hope Stephen King's impact as a modern author of horror 	 Compare and contrast multimedia: book vs. movie Argument in writing - how to criticize literature or argue for or against a societal change Active engagement in reading and watching movie: picking up foreshadowing, symbols and motifs

Essential Questions

Content Specific	Skills Specific
 What happens when a person is isolated? Does hope have power? Is Andy innocent or is he guilty? How does corruption infiltrate a system? Why are details changed in movie adaptations from literature? 	 Why is argument important? How is character revealed through characters actions and decisions? How do we determine an author's style? Why are motifs and symbols used in literature?

Key Resources

Reading:

Rita Hayworth and the Shawshank Redemption by Stephen King

"The Shawshank Redemption" (1994)

Writing:

- <u>Literary Essay Building a Thesis Statement Graphic Organizer</u>
- Analyzing a Literary Essay
- Exemplars & Non-Exemplars
- Grades 9-12 Argumentative Essay Rubric
- How to Write a Perfect 3-Point Thesis Statement

Supplementary Resources

Informational texts from district-approved resources.

Additional district-approved secondary ELA instructional resource list

Warm-Up Activities to Engage Students Before They Read Nonfiction Texts

Skills, Content, Activity, Assessment

Pacing Guide:

Week 1: Pre-assessments, Introductions

Week 2: Read pages 1 - 20

Week 3: Read pages 21 - 40

Week 4: Read pages 41 - 60

Week 5: Read pages 61 - 80

Week 6: Read pages 81 - 100

Week 7: Read pages 101 - 120

Week 8: Read pages 121 - end

Mo nth	We eks	Standard s	Suggest ed Learni ng Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resource s	Assessment
February	1-2	L.VL.11– 12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11– 12 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.11– 12.4. Demonstrate understanding of figurative language, word relationship s, and nuances in word meanings,	SWBAT demonstr ate their knowledg e of reading a fictional text by taking a preassessment. SWBAT demonstr ate their knowledg e of argument ative essay writing by taking a preassessment.	 Reading Pre- assessment Writing Pre- assessment 			 LinkIt! pre- assessme nt - reading Argument ative essay writing pre- assessme nt

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a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and	relate			
drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and	elements of			
drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and				
where a story is set, how the action is ordered, how the characters are introduced and	drama (e.g.,			
how the action is ordered, how the characters are introduced and	where a			
how the action is ordered, how the characters are introduced and				
ordered, how the characters are introduced and	how the			
how the characters are introduced and				
how the characters are introduced and				
are introduced and	how the			
introduced and	characters			
and	are			
and	introduced			
developed).	and			
	developed).			
	• • •			

RL.TS.11-			
12.4.			
Evaluate			
the author's			
choices			
concerning			
the			
structure			
and the			
effectivenes			
s of 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)			
and how			
they			
contribute			
to its			
overall			
structure			
and			
meaning, as			
well as its			
aesthetic			
impact.			
DI DD 11			
RL.PP.11-			
12.5.			
Evaluate			
perspective			
s/lenses			
from two or			
more texts			
on related			
topics and			
justify the			
more			
cogent			
viewpoint			
(e.g.,			
different			
GIIIOIOIII			

accounts of			
the same			
event or			
issue, use of			
1:5500, 050 01			
different			
media or			
formats).			
RL.MF.11–			
12.6.			
Synthesize			
complex			
information			
across			
multiple			
sources and			
formats to			
develop			
ideas,			
resolve			
conflicting			
information			
, or develop			
an			
interpretatio			
n that goes			
beyond			
explicit text			
information			
(e.g.,			
express a			
personal			
point of			
view, new			
interpretatio			
n of the			
author's			
message).			
W.AW.11-			
12.1. Write			
arguments			
to support			
claims in an			
analysis of			
substantive			
topics or			
texts, using			

valid reasoning and relevant and sufficient evidence. SL.PE.11—12.1. Initiate and participate effectively in a range of collaborativ e 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 persuasivel y. L.VL.11—12.3. Determine or clarify the meaning of unknown and multiplemeaning words and phrases	SWBAT understand the context of a text and how historical and social contexts influence the developm ent of characters and themes in the text. SWBAT establish the setting of a text and introduce the main character. SWBAT analyze an author's choice to use a narrative	Reading Minilessons: Introduction to the Author and Historical Context: • Historical context of the 1940s-60s • Prison in the U.S. Read and annotate pages 1-20: • Establish the setting of Shawshan k prison and introduce the main character RL.IT.11–12.3 Analyzing Narrative Style: How does King's first-person narration affect our understanding? RL.TS.11-12.4	LHS ELA Instructional Workshop Model Suggested Activities/Gro ups	About the Author - Stephen King Articles about prison in the U.S. Top 10 Amazing Prison Escapes Analyzing a Literary Essay Exemplars & Non- Exemplars Grades 9- 12 Argumentat ive Essay Rubric	LHS Suggested Formative Reading Assessments
multiple- meaning	choice to use a	our understanding?		Key Vocabular y Words L.VL.11-	

	and content,		lessons:		12.3:	
	including					
	technical	SWBAT	Characteri		Austere –	
	meanings,	identify	stics of		(adj.)	
	choosing	the	argumenta	1	severe or	
	flexibly	characteri		1	strict in	
	from a	stics of	writing.		manner,	
	range of	an	witting.		attitude, or	
	_	argument	Review		appearance	
	strategies.	ative	the		прешинее	
		essay.	argumenta			
		Cosay.	tive essay			
	RL.IT.11-		rubric.		Alibi –	
	12.3.		Tuoric.	1	(noun)	
	Analyze the	SWBAT		1	evidence	
	impact of	analyze		1	that proves	
	the author's	the		1	someone	
	choices as	argument			was	
		ative		1	elsewhere	
	they	writing		1	when a	
	develop	rubric.		1	crime was	
	ideas	Tublic.		1	committed	
	throughout				committed	
	the text					
	regarding					
	how to				Conviction	
	develop and			1	- (noun) a	
	relate				formal	
	elements of			1	declaration	
	a story or			1	that	
	drama (e.g.,			1	someone is	
	where a			1	guilty of a	
	story is set,			1	~	
	how the				criminal offense	
	action is				offense	
	ordered,					
	how the					
	characters				Circumstan	
	are			1	tial – (adj.)	
	introduced				based on	
	and			1	indirect	
	developed).			1	evidence	
				1	rather than	
				1	conclusive	
				1	proof	
	RL.TS.11-				Proof	
					Redemptio	
	choices			1	±	
	concerning				the act of	
	the structure			1	being saved	
	12.4. Evaluate the author's choices				Redemptio n – (noun)	

					l	
	and the				from sin,	
	effectivenes				error, or	
	s of specific				evil	
	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)					
	and how					
	they contribute					
	to its					
	overall					
	structure					
	and					
	meaning, as					
	well as its					
	aesthetic					
	impact.					
	W.AW.11-					
	12.1. Write					
	arguments					
	to support					
	claims in an					
	analysis of					
	substantive					
	topics or					
	texts, using					
	valid .					
	reasoning					
	and relevant					
	and					
	sufficient					
	evidence.					
	SL.PE.11-			LHS ELA	Exemplars	
	12.1.			<u>Instructional</u>	& Non-	
	Initiate and	SWBAT	Reading Mini-	Workshop	Exemplars	LHS Suggested
	participate		lessons:	Model		Formative
3-	effectively	identify		Suggested		Reading
	in a range	the .		Activities/Gro		Assessments
	of	emerging		ups	How to	
	collaborativ	themes in	Read and annotate	<u>who</u>	Write a	
	Condociativ					

					_
	a text.	pages 21-40:		Perfect 3-	
discussions				Point	
(one-on-		• Theme	Station Ideas:	Thesis	
one, in		Introductio		Statement	
	SWBAT	n: What		<u>Statement</u>	
groups, and	analyze				
teacher-led)	character	early	Character		
with peers		themes	Evolution:	Literary	
on grades	developm	begin to	Write a		
11–12	ent	emerge		Essay -	
topics,	througho	(justice,	journal entry	Building a	
texts, and	ut a text.	hope,	from Red's	<u>Thesis</u>	
issues,		institution	perspective,	<u>Statement</u>	
building on		alization)?	reflecting on	<u>Graphic</u>	
others'		RL.CI.11-	his first	<u>Organizer</u>	
ideas and	SWBAT	12.2	impressions of		
	analyze	12.2	Andy and how		
expressing	what a	Character	those		
their own	graphic		impressions	Key	
clearly and	or visual	Analysis	might evolve	Vocabular	
persuasivel	represent	& D 1	as they spend	y Words	
у.	ation	Developm	more time	L.VL.11-	
	symboliz	ent		12.3:	
	•	RL.IT.11-	together.	12.5.	
	es, using	12.3			
L.VL.11-	textual				
12.3.	evidence	 Symbolis 		Resilient –	
Determine	to	m: Rita			
or clarify	support	Hayworth'		(adj.) able	
the meaning	their	s poster—		to recover	
of unknown	interpreta	What does		quickly	
and	tion.	it it		from	
multiple-		represent?		difficulties	
†		_			
meaning		Use			
words and	SWBAT	textual			
phrases	analyze	evidence		Indictment	
based on	an	as support.		– (noun) a	
grades 11–	argument	RL.MF.11		formal	
12 reading	ative	-12.6 &		charge or	
and content,	exemplar	RL.CR.11-		accusation	
including		12.1		of a serious	
technical	by using			crime	
meanings,	the	Writing Mini-			
choosing	rubric.	lessons:			
flexibly					
from a		• Review		Institutional	
		argumenta		ization –	
range of	SWBAT	tive		l	
strategies.	write an			(noun) the	
	argument	exemplar		process of	
	on a topic	F1-4'		becoming	
DI CD 11	by	• Formulatin		accustomed	
RL.CR.11-	formulati	g a clear		to a	
12.1.	ng a clear	thesis		structured,	
Accurately					

	cite strong	thesis.		controlled	
	and			environmen	
	thorough			t, often	
	textual			leading to	
	evidence			dependency	
	and make				
	relevant				
	connections				
1 1 1	to strongly			Coercion –	
	support a			(noun) the	
	comprehens			practice of	
	ive analysis			persuading	
	of multiple			someone to	
	aspects of			do	
	what a			something	
	literary text			by force or	
1 1 1	says			threats	
	explicitly				
1 1 1	and				
	inferentially				
	, as well as			Subjugation	
	interpretatio			- (noun)	
	ns of the			bringing	
	text; this			someone	
	may include			under	
	determining			domination	
	where the			or control	
1 1 1	text leaves				
	matters				
	uncertain.				
	uncertain.				
	RL.CI.11-				
1 1 1	12.2.				
1 1 1	Determine				
	two or more				
1 1 1	themes of a				
	literary text				
	and analyze				
	how they				
1 1 1	are				
1 1 1	developed				
	and refined				
1 1 1	over the				
	course of				
	the text,				
	including				
	how they				
	interact and				
1 1 1	build on				
	Culla Oli				

	ne another			
	produce			
	complex			
	ccount or			
	nalysis;			
	rovide an			
	bjective			
S	ummary of			
t1	ne text.			
	L.IT.11-			
	2.3.			
	analyze the			
	mpact of			
t1	ne author's			
	hoices as			
	ney			
	evelop			
	deas			
	nroughout			
	ne text			
	egarding			
	ow to			
	evelop and			
	elate			
e	lements of			
a	story or			
d	rama (e.g.,			
	where a			
	tory is set,			
h	ow the			
	ction is			
	rdered,			
	ow the			
	haracters			
1 1 1				
	re			
	ntroduced			
	nd			
d	eveloped).			
	Y . W. 11			
	L.MF.11-			
	2.6.			
	ynthesize			
c	omplex			
i1	nformation			
1 1 1	cross			
	nultiple			
	ources and			

formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's					
W.AW.11– 12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					
SL.PE.11– 12.1. Initiate and participate effectively in a range of collaborativ e discussions (one-on-	SWBAT analyze how different types of conflict, including power struggles and justice	Reading Minilessons: Read and annotate pages 41-60: Types of Conflict RL.IT.11-	LHS ELA Instructional Workshop Model Suggested Activities/Gro ups	Key Vocabular y Words L.VL.11- 12.3: Tyranny – (noun) cruel and	LHS Suggested Formative Reading Assessments

groups, and teacher-ledd with person grades and 11–12 interact the compared in a text topics, and texts, and issues, building on others' message ideas and expressing their own clearly and persuasivel y. L.VL.11- analyze on how an and persuasivel y. L.VL.11- analyze on land teacher-ledd with person life with Red's. L.VL.11- analyze on how an and person land and person land and person land and and phrases of the contribut ese to the ext. L.VL.12- analyze on land land land land land land land lan		. 1						
teacher-led) with peers on grades and develop on grades and subset in a text to shape to state, and issues, building on others' ideas and expressing their own clearly and persuasivel y. L.VL.11— use of the maning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, including technical To and develop on dy ov s. Character Comparison: Wa Character Comparison: Compare and contrate the comparison: Andy's controlling or with Red's. Create a Venn diagram to diagram to diagram to diagram to diagram to diagram to meaning of unknown and contribut ovs. suspense and phrases based on of the grades 11—12 reading and content, including technical To show an develop on dy vs. Character Comparison: Comparison: Character Comparison: Comparison: Exonerate — (verb) to clear from blame or prison life with Red's. Create a Venn diagram to diagram t		·		12.3:		Station Ideas:	oppressive	
with peers on grades and 11–12 interact topics, in a text topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasivel y. L.VL.11- use of 12.3. potermine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11- 12 reading and content, including technical winds and text to shape the topics, in a text to shape the toto shape the topics, in a text to shape the the cordinate to shape the to shape the the cordinate to shape the text. L.VL.11- use of the cordinate to similarities and differences in their personalities and coping or using of something or someone to someone to some thing or someone to some thing or someone to the cordinate to the cordinate to stream the text to shape the text. L.VL.11- use of the cordinate to similarities and differences in their personalities and coping or using of something or someone to some thing or someone to the cordinate to similarities and to similarities and to similarities on - (noun) skillful handling, controlling, or using of something or someone to the cordinate to the cordinate to similarities and their personalities and their personalities and coping or using of something or someone to the cordinate to the	-		corruptio		.		_	
on grades 11-12 interact the topics, in a text texts, and issues, building on others' message ideas and expressing their own clearly and persuasivel y. SWBAT analyze how an author's use of the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, including technical wind issues, building on author's texts, and issues, building on others' in a text texts, and is text texts, and issues, building on others' in a text texts, and is text to contrast contra		/					or rule	
The properties of the topics, in a text topic topics, in a text topic topics, in a text topic topic topics, in a text topic topic topics, in a text topic topics, in a text topic topic topic topics, in a text topic topics, in a text topic topic topics, in a text topic topics, in a text topic topic topics, in a text topic topic topics, in a text topic topic topic topics, in a text topic		- 1				Chamastan		
topics, in a text to shape issues, the building on others' message ideas and expressing their own clearly and persuasivel y. L.VL.11— use of how an author's mig and or clarify the meaning of unknown and multiplemeaning of unknown and multiplemeaning words and phrases meaning based on of the meaning and content, including technical wind instances in a text to shape in a text and satisfue to contrast Andy's attitude toward prison life with Red's. Create a Venn diagram to illustrate similarities and differences in their personalities and coping mechanisms. SWBAT analyze o An how an author's vs. by something or using of something or someone inflicted as revenge for a wrong wrong in a wrong wrong in legal or prohibited inflicted as revenge for a prohibited inflicted as proposition in legal or prohibited inflicted inflicted inflicted as revenge for a wrong in legal or prohibited inflicted inflicted inflicted inflicted inflicted as revenge for a wrong in legal or prohibited inflicted inflicted inflicted inflicted inflicted as revenge for a wrong in legal or prohibited inflicted infl		- 1						
texts, and issues, building on others' ideas and expressing their own clearly and persuasivel y. L.VL.11- analyze of how an author's or clarify the meaning of unknown and multiplemeaning of unknown and multiplemeaning based on grades 11- 12 reading and content, including technical wides and issues, building and issues, building and issues, building and to shape is to shape in to shape in to shape in to shape in the author's we prison life with Red's. Create a Venn diagram to diagram to illustrate similarities and differences in their on house is similarities and differences in their on their or large is similarities and controlling, or using of something or someone words and e contribut ws. inflicted as revenge for a wrong illegal or prohibited		I				- 1	Evananta	
issues, building on others' message and expressing their own clearly and persuasivel y. L.VL.11- analyze how an or clarify the meaning of unknown and multiple-meaning words and multiple-meaning based on grades 11- 12 reading and content, including technical wind index author's building and content, including technical wind index author's building author's content wing and content, including technical wind index author's content wing and content, including technical wind index author's content wing and content, including technical wind index author's content wing and content, including technical wind index and prison life attitude toward prison life with Red's. Create a Venn diagram to illustrate similarities and content with Red's. Create a Venn diagram to illustrate similarities and content with Red's. Andy's attitude toward prison life with Red's. Whanipulati on – (noun) skillful handling, controlling, or using of witheir view in file on – (noun) punishment inflicted as revenge for a wrong with Red's. Create a Venn diagram to illustrate willustrate w		- 1				- 1		
building on others' message ideas and expressing their own clearly and persuasivel y. SWBAT analyze o An how an author's use of 12.3. foreshado or clarify the meaning of unknown and multiple-meaning es to the words and overall phrases meaning based on grades 11—12 reading and content, including technical building on others' message ideas and author's well and including technical prison life with Red's. Create a Venn diagram to illustrate similarities and differences in their personalities and differences in their open controlling, or using of something or someone Manipulati on — (noun) skillful handling, controlling, or using of something or someone Manipulati on — (noun) skillful handling, controlling, or using of something or someone Manipulati on — (noun) skillful handling, controlling, or using of something or someone Manipulati on — (noun) skillful handling, controlling, or using of something or someone Manipulati on — (noun) skillful handling, controlling, or using of something or someone Manipulati on — (noun) skillful handling, controlling, or using of something or someone Manipulati on — (noun) skillful handling, controlling, or using of something or someone Manipulation — (noun) skillful handling, controlling, or using of something or someone Manipulation — (noun) skillful handling, controlling, or using of something or someone Manipulation — (noun) skillful handling, controlling, or using of something or someone Manipulation — (noun) a skillful handling, controlling, or using of something or someone Manipulation — (noun) a skillful handling, controlling, or using of something or someone Manipulation — (noun) a skillful handling, controlling, or using of something or someone Manipulation — (noun) a skillful handling, controlling, or using of something or someone Manipulation — (noun) a skillful handling, controlling, or using of something or someone Manipulation — (noun) a skillful handling, controlling, or using of something or someone	te	exts, and	*					
others' message ideas and expressing their own clearly and persuasivel y. SWBAT analyze o An how an author's vs. L.VL.11— use of 12.3. foreshado Determine or clarify the meaning of unknown and multiple-meaning es to the words and phrases meaning to based on grades 11— 12 reading and content, including technical str with Red's. Create a Venn diagram to illustrate similarities and differences in their personalities and coping mechanisms. Retribution — (noun) punishment inflicted as revenge for a wrong L.VI.11- use of the correct of the correct of the personalities and coping mechanisms. SWBAT 12.4 & Contraband — (noun) illegal or prohibited								
ideas and expressing their own clearly and persuasivel y. SWBAT analyze o An how an author's vs. L.VL.11— use of the meaning of unknown and multiple- meaning words and phrases based on grades 11— 12 reading and content, including technical ideas and and r r with Red's. Create a Venn diagram to illustrate similarities and or clarify themes. SWBAT analyze o An differences in their personalities and coping or using of something or using of something or something or someone With Red's. Create a Venn diagram to illustrate similarities and differences in their personalities and coping or using of something or using of something or someone Retribution — (noun) punishment inflicted as revenge for a wrong Poevices L.VI.11— titerary Devices L.VI.11— illegal or prohibited	bi	uilding on	author's				I .	
their own clearly and persuasivel y. SWBAT analyze o An how an author's use of 12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases meaning based on grades 11—12 reading and content, including technical swind and expressing themes. SWBAT use of the author's vs. personalities and differences in their personalities and differences in their personalities and coping or using of something or using of something or using of something or something or someone SWBAT use of An their personalities and coping or using of something or using of something or something or someone Retribution — (noun) punishment inflicted as revenge for a wrong Retribution — (noun) punishment inflicted as revenge for a wrong L.VI.11- titerary Devices L.VI.11- titlegal or prohibited	ot	thers'	message		we	-	guilt	
their own clearly and persuasivel y. SWBAT analyze o An differences in how an author's vs. personalities and coping or clarify irony the meaning of unknown and multiple-contribut meaning es to the words and overall phrases meaning based on of the grades 11–12 reading and content, including technical SWBAT (analyze o An differences in the illustrate similarities and differences in the illustrate on – (noun) skillful handling, controlling, or using of something or using of something or someone Manipulati on – (noun) skillful handling, controlling, or using of something or something or someone Manipulati on – (noun) skillful handling, controlling, or using of something or someone Manipulati on – (noun) skillful handling, controlling, or using of something or someone Retribution – (noun) punishment inflicted as revenge for a wrong Namipulati on – (noun) skillful handling, controlling, or using of something or someone L.VL.11– use of the cort vs. controlling, or using of something or someone Retribution – (noun) punishment inflicted as revenge for a wrong illegal or prohibited	id	deas and	and					
clearly and persuasivel y. SWBAT analyze	ex	xpressing	themes.		str			
clearly and persuasivel y. SWBAT analyze how an author's vs. L.VL.11— use of the 12.3. foreshado Determine or clarify irony the meaning of unknown and multiplemeaning est to the meaning phrases based on grades 11— 12 reading and content, including technical swbs. Clearly and persuasivel y. SWBAT analyze o An differences in their personalities and differences in their personalities and coping or using of something or using of something or or someone or someone No An differences in their personalities and coping mechanisms. On — (noun) skillful handling, controlling, or using of something or someone No and coping mechanisms. On — (noun) skillful handling, controlling, or using of something or someone No and coping mechanisms. Retribution — (noun) punishment inflicted as revenge for a wrong On — (noun) skillful handling, controlling, or using of something or someone No and coping mechanisms. On — (noun) skillful handling, controlling, or using of something or someone Or someone Controlling, or using of something or someone Or someone Controlling, or using of something or someone Or someone Controlling, or using of something or someone Or someone Controlling, or using of something or someone Or someone Controlling, or using of something or someone Or someone Controlling, or using of something or someone Or someone Controlling, or using of something or someone Controlling, or using of something or someone Or someone Controlling, or using of something or someone Or someone Controlling, or using of something or someone Or someone Controlling, or using of something or someone Or someone Controlling, or using of something or someone Or someone Controlling, or using of something or someone Or someone Controlling, or using of something or someone Or someone Controlling, or using of something or someone Or someone Controlling, or using of something or someone Or someone Or someone Controlling, or using of something or someone Or someone Or someone Or someone Or someone Or	th	neir own			- 1		Manipulati	
SWBAT analyze how an author's use of 12.3. foreshado Determine or clarify irony the meaning of unknown and multiple-meaning es to the words and overall phrases meaning based on grades 11— 12 reading and content, including technical SWBAT sand differences in their personalities and coping or using of something or using of something or using of something or using of something or someone settle. And differences in their personalities and coping mechanisms. Skillful handling, controlling, or using of something or someone Retribution — (noun) punishment inflicted as revenge for a wrong Retribution — (noun) illegal or prohibited	cl	learly and			gle		- 1	
y. analyze how an how an how an author's vs. L.VL.11- use of the 12.3. foreshado Determine or clarify irony the meaning of unknown and multiple- meaning words and overall phrases meaning based on grades 11- 12 reading and content, including technical SWBAT author's vs. differences in their personalities and coping or using of something or using of something or someone when their personalities and coping mechanisms. Retribution - (noun) punishment inflicted as revenge for a wrong L.VL.11- their personalities and coping mechanisms. Retribution - (noun) a vs. cor cor cor cor a wrong Retribution - (noun) punishment inflicted as revenge for a wrong L.VI.11- text. Literary Devices L.VI.11- text. SWBAT 12.4 & title large personalities and coping or using of something or someone Controlling, controlling, or using of something or someone Controlling, or using of something or someone	pe	ersuasivel	GIVE: -)			
analyze how an author's vs. L.VL.11- use of the 12.3. foreshado Determine or clarify the meaning of unknown and multiple- contribut meaning phrases meaning based on grades 11- 12 reading and content, including technical SWBAT interest of the how an author's vs. their personalities and coping or using of something or someone vor someone An differences in their personalities and coping mechanisms.	y.	.						
L.VL.11— use of the personalities and coping or something or something or something or something or something or something or someone L.VL.11— use of the personalities and coping mechanisms. Determine wing and or clarify irony my the meaning of unknown and and e multiple— contribut meaning es to the words and phrases meaning based on of the grades 11— 12 reading and content, including technical SWBAT 12.4 & the meanities personalities and coping mechanisms. Or using of something or someone Retribution — (noun) punishment inflicted as revenge for a wrong Contraband — (noun) illegal or prohibited			-				- 1	
L.VL.11— use of the 12.3. foreshado Determine wing and or clarify irony mechanisms. Determine wing and or clarify irony mechanisms. of unknown and and enultiple-contribut meaning es to the words and overall phrases meaning based on grades 11— 12 reading and content, including technical Sys mechanisms. Retribution — (noun) punishment inflicted as revenge for a wrong Something or someone Contribut to and coping mechanisms. Retribution — (noun) punishment inflicted as revenge for a wrong Contraband — (noun) illegal or prohibited								
12.3. foreshado Determine wing and or clarify irony mhances of unknown and multiple- meaning es to the words and phrases meaning based on grades 11— 12 reading and content, including technical Sys mechanisms. 12.3. foreshado Sys mechanisms. Sys mechanisms. Sys mechanisms. Retribution — (noun) punishment inflicted as revenge for a wrong To a wrong Or someone Retribution — (noun) punishment inflicted as revenge for a wrong Literary Devices L.VI.11- 12.4 & Contraband — (noun) illegal or prohibited						-	-	
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or clarify the meaning of unknown and and and multiple-meaning es to the words and phrases meaning based on grades 11—12 reading and content, including technical SWBAT interest of the meaning to or clarify the meaning of unknown and end to contribut vs. to contribut vs. to cor to c					Sys	mechanisms.	or someone	
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meaning words and overall rup phrases meaning based on grades 11— text. 12 reading and content, including technical SWBAT 12.4 & prohibited revenge for a wrong it contraband - (noun) illegal or prohibited	m	nultiple-	contribut		vs.			
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12 reading and content, including technical SWBAT SWBAT 12.4 & Contraband - (noun) illegal or prohibited	ba	ased on	of the		n)			
and content, including technical SWBAT 12.4 & prohibited	gı	rades 11–	text.					
and content, including technical SWBAT 12.4 & prohibited		2 reading					Contraband	
including technical SWBAT 12.4 & illegal or prohibited	ar	nd content,						
technical SWBA1 12.4 & prohibited	in	ncluding	CIAID : T		-		` /	
I I Introduce DI TO 11	te	echnical					-	
meanings, good	m	neanings,	introduce	RL.TS.	11-			
choosing a 12.4:	cl	hoosing						
flexibly topic/thes King's use			•	King's	use			
from a is clearly of	fr	rom a						
range of by foreshado	ra	ange of	•	foresha	do			
strategies. organizin wing and		_		wing an	ıd			
g ideas in irony:		-		irony:				
a logical How does			a logical	How do	es			
way. foreshado			way.	foresha	do			
L.VI.11- wing build				wing bu	ıild			
12.4. suspense?		I		_				
	D	emonstrat		•				
CWDAT	e			Writing Mini-				
e SWBAT Writing Mini-			- 1	lessons:				
e SWBAT develop a lessons:	ng	g of	topic/thes					

figurative language, word relationship s, and nuances in word meanings, including connotative meanings. RL.IT.11- 12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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.TS.11- 12.4 RR.TS.11- 12.4 RR.TS.11- 12.4 RR.TS.11- 12.4				 	
	language, word relationship s, and nuances in word meanings, including connotative meanings. RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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).	including relevant facts, definition s, concrete details, quotation s, and examples to support their	the topic clearly and engage the reader • Organizin g reasons and evidence logically to support claims • Evaluation and selection of credible		
Evaluate the author's choices concerning	RL.TS.11– 12.4. Evaluate the author's choices				

		the structure and the effectivenes s of 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) and how they contribute to its overall					
		end a story, the choice to provide a comedic or tragic resolution) and how they contribute					
		W.AW.11– 12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					
Marc h	1-2	SL.PE.11–12.1. Initiate and participate effectively in a range	SWBAT analyze and compare character perspecti	Reading Mini- lessons: Read and annotate	LHS ELA Instructional Workshop Model Suggested Activities/Gro	Key Vocabular y Words L.VL.11- 12.3:	LHS Suggested Formative Reading Assessments

of ves on hope to e determin discussions (one-on-one, in groups, and througho collaborativ be develops groups, and througho collaborativ beautiful pages 61-80: • Determine themes and how they develop collaborativ pages 61-80: • Determine themes and how they develop collaborativ pages 61-80: • Determine themes and how they develop collaborativ pages 61-80: • Determine themes and how they develop collaborativ pages 61-80: • Determine themes and how they develop collaborativ pages 61-80: • Determine themes and how they develop collaborativ pages 61-80: • Determine themes and how they develop collaborativ pages 61-80: • Determine themes and how they develop collaborativ pages 61-80: • Determine themes and how they develop collaboration pages 61-80: • Determine themes and how they develop collaboration pages 61-80: • Determine themes and how they develop collaboration pages 61-80: • Determine themes and how they develop collaboration pages 61-80: • Determine themes and how they develop collaboration pages 61-80: • Determine themes and how they develop collaboration pages 61-80: • Determine themes and how they develop collaboration pages 61-80: • Determine themes and how they develop collaboration pages 61-80: • Determine themes and how they develop collaboration pages 61-80: • Determine themes and how they develop collaboration pages 61-80: • Determine the first formation pages 61-80: • Determine the first for	
e determin discussions e how the (one-on-one, in develops one, in develops one, in determin e how the themes and how they Station Ideas: Clemency (noun) mercy or leniency	
discussions (one-on- theme and how one, in develops theme theme theme theme and how they Station Ideas: (noun) mercy or leniency	
(one-on-one, in develops and how one, in develops they Station Ideas: mercy or leniency	
one, in develops they leniency	
groups, and unrougho develop granted to	
teacher-led) ut the RL.CI.11- Group debate - an offender	
with peers text 12.2; Is hope	
on grades Compare dangerous?	
Red and Use textual	
topics. Andy's evidence as Embezzlem	
texts, and SWBAT perspectiv support. ent –	
issues, analyze es on (noun) theft	
building on how hope.	
others' dialogue misappropri	
ideas and and • Analyzing ation of	
expressing persuasiv Dialogue funds	
their own e & placed in	
clearly and technique Persuasion one's trust	
persuasivel s RL.TS.11-	
y. influence 12.4: How	
the does Andy	
thoughts influence Fortitude –	
emotions, those (noun)	
L.VI.11- and around courage in	
12.3. actions of him? pain or	
Determine character adversity	
or clarify s. Writing Mini-	
the meaning lessons:	
of unknown Perseveranc	
and Identificati	
multiple- SWBAT on and e – (noun) continued	
meaning develop a integration continued effort	
tonic by of relevant	
including and despite	
based on relevant accurate difficulties	
grades 11— facts, data and	
12 reading definition evidence.	
and content, S, Dehumaniz	
including concrete • Quoting ation –	
technical details, and citing (noun) the	
meanings, quotation textual process of	
choosing s, and evidence depriving a	
flexibly examples person or	
from a to • The group of	
range of support relationshi positive	
strategies. their p between human	
ideas. claims, qualities	
evidence, quanties	
and	
RL.CI.11-	

12.2.	reasoning		
Determine			
two or more			
themes of a			
literary text			
and analyze			
how they			
are			
developed			
and refined			
over the			
course of			
the text,			
including			
how they			
interact and			
build on			
one another			
to produce			
a complex			
account or			
analysis;			
provide an			
objective			
summary of			
the text.			
RL.TS.11-			
12.4.			
Evaluate			
the author's			
choices			
concerning			
the			
structure			
and the			
effectivenes			
s of 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)			
16801ution)			

and how they contribute to its overall structure and meaning, as well as its aesthetic impact. W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					
SL.PE.11– 12.1. Initiate and participate effectively in a range of collaborativ e discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others'	SWBAT critique the justice system by comparin g the textual experienc e to real-world cases of wrongful convictions and corruption,	Reading Minilessons: Read and annotate pages 81-100: • Evaluating the novel as a critique of the justice system RL.PP.11-12.5: • Te xt-to-Wo rld	LHS ELA Instructional Workshop Model Suggested Activities/Gro ups Station Ideas: Writing in Response to Reading: Is Andy truly free? Use textual evidence to support your	Key Vocabular y Words L.VL.11- 12.3: Cynicism – (noun) belief that people are motivated purely by self-interest Exploitatio n – (noun) the action of treating	LHS Suggested Formative Reading Assessments

	1	I	ı		
ideas and	analyzing	Со	opinion.	someone	
expressing	how the	nne	•	unfairly to	
their own	novel	cti		benefit	
clearly and	conveys	on		from their	
persuasivel	its	_		work	
y.	message	As		WOIR	
у.	through	sig	Supporting		
	rhetorical	_	arguments		
		n	with textual	Vindication	
L.VL.11-	and	stu	evidence and	- (noun)	
12.3.	structural	den	engaging in	proving	
Determine	choices.	ts	structured	someone's	
		rea	discussion.		
or clarify		1-	Divide	innocence	
the meaning	CYVE	wo		or	
of unknown	SWBAT	rld	students into	justification	
and	analyze	arti	two groups:	for an	
multiple-	how a	cle	Tarm A. II.	action	
meaning	character	s or	Team A: Hope		
words and	's	po	is a necessary		
phrases	perspecti	dca	survival tool.		
based on	ve	sts		Subterfuge	
grades 11–	evolves	abo	Team B: Hope	– (noun)	
12 reading	througho	ut	can be	deceit used	
and content,	ut the		dangerous in	to achieve	
including	novel,	wr	an oppressive	one's goal	
technical	examinin	on	system.		
meanings,	g the	gfu			
	factors	l			
choosing		con		Repression	
flexibly	that	vic		– (noun)	
from a	influence	tio		the act of	
range of	transform	ns		subduing	
strategies.	ation.	and		someone or	
		cor		something	
		rup		by force	
		tio		by force	
RL.CR.11-	SWBAT	n			
12.1.	develop a	in			
Accurately	topic by	the			
cite strong	including				
and	relevant	pri			
thorough	facts,	son			
textual	definition	sys			
evidence	s,	te			
and make	concrete	m.			
relevant	details,	На			
connections	quotation	ve			
to strongly	s, and	the			
•		m			
support a	examples	co			
comprehens	to	mp			
ive analysis	support	are			
of multiple	their	the			
aspects of					

what a	ideas.	se		
literary text		cas		
says		es		
explicitly	CWDAT	to		
and	SWBAT	An		
inferentially	provide a	dy'		
, as well as	concludin	S		
interpretatio	g	exp		
ns of the	statement	eri		
text; this	or section	enc		
may include	that	e in		
determining	logically	Sh		
where the	follows	aw		
text leaves	the flow	sha		
matters	of ideas,	nk.		
uncertain.	reflects			
	on the	Analyzing		
	topic, and	character		
RL.PP.11–	reinforce	transforma		
	s the	tion		
12.5.	informati	RL.IT.11-		
Evaluate	on	12.3:		
perspective s/lenses	presented	T		
from two or		o Tra		
		ck		
more texts		Re		
on related		d's		
topics and		cha ·		
justify the		ngi		
more		ng		
cogent		vie		
viewpoint		WS		
(e.g.,		on		
accounts of		ho		
the same		pe,		
event or		fro		
issue, use of		m his		
different				
media or		ear		
formats).		ly ske		
ioiiiais).				
		pti		
		cis		
W.AW.11-		m to		
12.1. Write		to his		
arguments		fin		
to support		al		
claims in an		dec		
analysis of		isio		
substantive				
topics or		n at		
1				

	texts, using valid reasoning and relevant and sufficient evidence.		the end of the no vel. Writing Minilessons: Acknowle dging alternate or opposing claims Summarizing key points and emphasizing the significance of their claims in a conclusion			
3-4	SL.PE.11– 12.1. Initiate and participate effectively in a range of collaborativ e discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and	SWBAT analyze how a character 's perspecti ve evolves througho ut the novel by comparin g their views at the beginnin g, middle, and end,	Reading Minilessons: Read and annotate pages 101-120: Character Development RL.IT.11-12.3: Examining how character perspectives shift over time Compare	LHS ELA Instructional Workshop Model Suggested Activities/Gro ups Station Ideas: Theme Tracking - Students choose a theme: • Freedo m vs. Confin	Key Vocabular y Words L.VL.11- 12.3: Liberation – (noun) the act of setting someone free Reclamatio n – (noun) the process of recovering something	LHS Suggested Formative Reading Assessments

				ı	
expressi	ng using	Re	ement	lost	
their ow	- -	d's			
clearly a		vie	• Hope		
persuasi		ws	VS.		
y.	support	in	Despai	Catharsis –	
	their	the	r	(noun) the	
	claims.	beg	_	process of	
	Ciaiiis.	inn	• Justice	releasing	
L.VL.11	<u> </u>	ing	VS.	strong	
12.3.		ing	Corrup	emotions	
Determi	ne SWBAT	, mi	tion	for relief	
or clarif		ddl	tion		
the mean	•		• Friends		
of unkno	0 11 1	e,	hip &		
and	transition	and	Loyalt	Rehabilitati	
multiple		end	•	on – (noun)	
meaning		of	У	the action	
words a	·	the	Each group	of restoring	
phrases	and	no	will trace how	someone to	
based or		vel.	their theme	normal life	
	, ,	Us	evolves	after	
grades 1		e	throughout the	imprisonme	
12 readi		tex	novel and	nt or illness	
and cont	/ 1	tua		int of miness	
includin		1	present key		
technica		evi	moments that		
meaning	•	den	shape its	Transcende	
choosing	-	ce	development.	nce –	
flexibly	their	to		(noun)	
from a	writing.	sup		existence or	
range of		por		experience	
strategie	es.	t		beyond the	
	GW ID A T	clai	Writing in	normal or	
	SWBAT	ms.	Response to	physical	
D. C.D.	establish	RL	Reading -	level	
RL.CR.		.C	Resolution	ICVCI	
12.1.	maintain	R.1	Reflection:		
Accurate	•	1-			
cite stro	U	12.	Write a letter		
and	style in	1	from Andy to		
thorough		1	Red after the		
textual	writing to	Writing Mini-	climactic		
evidence		lessons:	events,		
and mak	1 1		explaining		
relevant		• Using	what he has		
connecti	ions audience.	transitiona	learned about		
to strong	gly	l words,	himself and		
support	a	phrases,	freedom. What		
compreh	nens	and	are Andy's		
ive analy	ysis	clauses to	final thoughts		
of multi	ple	create	on his		
aspects	•	Create	journey?		
what a					
wnat a					

literary text	cohesion.		
says			
explicitly	• Use of		
and	formal		
inferentially	language		
	and tone in		
, as well as			
interpretatio	writing		
ns of the			
text; this			
may include			
determining			
where the			
text leaves			
matters			
uncertain.			
RL.IT.11–			
12.3.			
Analyze the			
impact of			
the author's			
choices as			
they			
develop			
ideas			
throughout			
the text			
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).			
developed).			
W.AW.11-			
12.1. Write			
12.1. Wille			

arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
SL.PE.11– 12.1. Initiate and participate effectively in a range of collaborativ e 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 persuasivel y. RL.TS.11– 12.4. Evaluate the author's choices concerning the	SWBAT analyze how the ending of a text contribut es to its overall meaning, themes, and impact on the reader. SWBAT identify and analyze the significan ce of symbols in the book, explainin g how they contribut e to the overall theme and	Reading Minilessons: Read and annotate pages 121-end: Impact of the Ending RL.MF.11 -12.6 Symbol Review: Revisit the symbols (poster, library, etc.) used in the book. RL.TS.11-12.4 Writing Minilessons: Editing: Grammar Editing: Punctuation	LHS ELA Instructional Workshop Model Suggested Activities/Gro ups Station Ideas: In small groups, discuss your favorite moment in the novel and why it stood out. Share how this moment reflects the larger themes of the text.	LHS Suggested Formative Reading Assessments

structure	meaning.		
and the			
effectivenes			
s of specific			
	SWBAT		
parts of a	develop		
text (e.g.,	and		
the choice			
of where to	strengthe		
begin or	n their		
end a story,	writing		
the choice	by		
to provide a	editing		
comedic or	with		
tragic	guidance		
	from		
resolution)	peers and		
and how	adults by		
they			
contribute	examinin		
to its	g their		
overall	grammar.		
structure			
and			
meaning, as			
well as its	SWDAI		
aesthetic	develop		
impact.	and		
ппраст.	strengthe		
	n their		
	writing		
RL.MF.11-	by		
12.6.	editing		
	with		
Synthesize	guidance		
complex	from		
information			
across	peers and		
multiple	adults by		
sources and	examinin		
formats to	g their		
develop	punctuati		
ideas,	on.		
resolve			
conflicting			
information			
, or develop			
an			
interpretatio			
n that goes			
beyond			
explicit text			
information			
(e.g.,			
(8.,			

		express a personal point of view, new interpretatio n of the author's message).				
		12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
April	1	L.VL.11– 12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11– 12 reading and content, including technical meanings, choosing flexibly from a range of strategies.	SWBAT to demonstr ate their knowledg e of an fictional text by taking a benchmar k assessme nt. SWBAT reflect on their learning in reading and writing througho	 Reading benchmark MP 3 Writing benchmark MP 3 End of MP reflection Creating SMART goals 	End of MP Reflection Argumentat ive Essay Rubric	 LinkIt! Benchmar k MP 3 End of MP Reflectio n

L.VI.11– 12.4. Demonstrat e understandi ng of figurative language, word relationship s, and nuances in word meanings, including connotative meanings.	ut marking period 3 by creating SMART goals.		
RL.CR.11– 12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehens ive analysis of multiple aspects of what a literary text says explicitly and			
inferentially, as well as interpretations of the text; this may include determining			

		1	
where the			
text leaves			
matters			
uncertain.			
12.2.			
Determine			
two or more			
themes of a			
literary text			
and analyze			
how they			
are			
developed			
and refined			
over the			
course of			
the text,			
including			
how they			
interact and			
build on			
one another			
to produce			
a complex			
account or			
analysis;			
provide an			
objective			
summary of			
the text.			
12.3.			
Analyze the			
impact of			
the author's			
choices as			
they			
develop			
ideas			
throughout			
the text			
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).		
DI TO 11		
RL.TS.11-		
12.4.		
Evaluate		
the author's		
choices .		
concerning		
the		
structure		
and the		
effectivenes		
s of 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)		
and how		
they		
contribute		
to its		
overall		
structure		
and .		
meaning, as		
well as its		
aesthetic		
impact.		

D. D. 11	
RL.PP.11-	
12.5. Evaluate	
perspective	
from two or	
more texts	
on related	
topics and	
justify the	
more	
cogent	
viewpoint	
(e.g.,	
different	
accounts of	
the same	
event or	
issue, use of	
different	
media or	
formats).	
RL.MF.11-	
12.6.	
Synthesize	
complex	
information	
across	
multiple	
sources and	
formats to	
develop	
ideas,	
resolve	
conflicting	
information	
, or develop	
an	
interpretatio	
n that goes	
beyond avalish tout	
explicit text information	
(e.g.,	
express a personal	
Personal	

point of view, new interpretatio n of the author's message).			
W.AW.11– 12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Content	Skills to Spiral
1. Plot and Structure Novella: Exploration of the novella's narrative structure, focusing on Andy Dufresne's journey from imprisonment to freedom. Film: Analysis of how the film adapts the novella, including changes in pacing, structure, and added scenes or dialogue. Comparison: Understanding the differences and similarities between the novella and the film in terms of plot, key	1. Critical Reading and Analysis • From The Kite Runner: Students engaged in close reading of key passages, analyzing character development, thematic elements, and literary techniques. • In Shawshank Redemption: Continue applying these close reading skills to analyze the novella, focusing on how King develops themes such as hope, justice, and freedom, and how these themes are visually and

2. Themes

Hope and Despair:

Examination of how the novella and film explore the power of hope as a means of survival in the bleakest circumstances.

Justice and Injustice:
 Analysis of the theme of justice, both within the legal system and in the broader

sense of moral justice.

• Friendship and Loyalty:
Exploration of the
relationships between
characters, particularly the
bond between Andy and Red,
and how this friendship is
portrayed in both the novella
and film.

• Institutionalization:

Discussion of the concept of institutionalization, as exemplified by the character of Brooks, and the effects of long-term imprisonment on identity and self-worth.

• Freedom and Confinement:
Exploration of the physical
and metaphorical
representations of freedom and
confinement, and how these
are portrayed in both the
novella and the film.

3. Character Analysis

- Andy Dufresne: In-depth analysis of Andy's character, focusing on his resilience, intelligence, and how he represents hope.
- Red (Ellis Boyd Redding): Exploration of Red's character development, his role as the narrator in the novella, and how his perspective shapes the story.
- Warden Norton: Analysis of Warden Norton as the

film.

2. Theme Analysis

- From *The Kite Runner*: Students explored complex themes like guilt, redemption, and the impact of societal expectations.
- In Shawshank Redemption: Extend this exploration to themes of hope, despair, justice, and institutionalization, drawing parallels between the characters' struggles in both stories and their quests for redemption and freedom.

3. Character Analysis

- From *The Kite Runner*: Students conducted in-depth analyses of characters like Amir and Hassan, focusing on their development and internal conflicts.
- In Shawshank Redemption:
 Apply these character analysis skills to Andy Dufresne, Red, and Warden Norton, examining how their actions, motivations, and relationships reflect the themes of the novella and film.

4. Comparative Analysis

• From *The Kite Runner*: Students compared and contrasted themes and character development within the novel and with other literary works.

• In Shawshank Redemption:
Build on this skill by
comparing and contrasting the
novella with its film
adaptation, analyzing how
different media approaches
storytelling and the impact of
these differences on the

antagonist, representing corruption and abuse of power.

Supporting Characters:
 Examination of characters like
 Brooks Hatlen and Tommy
 Williams, and their
 significance in both the
 novella and the film.

4. Literary Devices and Techniques

- Symbolism: Analysis of key symbols such as the Rita Hayworth poster, the rock hammer, and the library, and their significance in both the novella and the film.
- Narrative Voice and Perspective: Exploration of Red's first-person narrative in the novella and how this perspective shapes the reader's understanding of the story.
- Imagery and Motifs:
 Examination of recurring motifs such as birds, chess, and the concept of time, and how these contribute to the themes of the novella and film.

5. Film Analysis

- Cinematography: Discussion of how visual elements like lighting, camera angles, and shot composition are used to convey themes and emotions in the film.
- Music and Sound: Analysis
 of the film's score and how
 music and sound design
 contribute to the atmosphere
 and emotional impact of key
 scenes.
- Adaptation Choices: Exploration of the director's choices in adapting the novella to film, including the portrayal of characters, the addition or omission of scenes, and the use of voice-over narration.

audience's interpretation.

5. Discussion and Presentation

- From *The Kite Runner*: Students engaged in discussions and presented on themes, historical context, and character dynamics.
- In Shawshank Redemption:
 Continue to develop these skills by facilitating discussions on the novella's themes, the film's adaptation choices, and the portrayal of justice and hope, and by having students present their analyses of key scenes, characters, or cinematic techniques.

Content to Spiral

1. Themes

- From The Kite Runner: Students explored themes like guilt, redemption, and the impact of war and societal expectations.
- In Shawshank Redemption:
 Spiral these thematic analyses into the exploration of hope, justice, freedom, and institutionalization, examining how these themes are developed in both the novella and film, and how they resonate with the themes from The Kite Runner.

2. Character Development

- From *The Kite Runner*:
 Focused on the complexities of characters like Amir and Baba, their moral struggles, and their paths to redemption.
- In Shawshank Redemption: Apply this focus to the characters of Andy, Red, and

6. Historical and Social Context

- Understanding the historical context of the prison system in the United States during the time period in which the novella and film are set.
- Discussion of the social issues addressed in the story, such as corruption, the criminal justice system, and the impact of long-term imprisonment on individuals.

Skills

1. Critical Reading and Analysis

- Close reading of key passages from the novella to analyze character development, thematic elements, and literary devices.
- Analyzing how Stephen King's writing style contributes to the tone and mood of the novella.

2. Comparative Analysis

- Comparing and contrasting the novella and the film in terms of plot, character development, and thematic focus.
- Examining how different media (literature and film) approach storytelling and how these differences affect the audience's interpretation.

3. Informative/Explanatory Writing

- Writing essays that explain the significance of key themes, characters, and symbols in both the novella and the film.
- Developing clear, structured explanations of the differences between the novella and its film adaptation, focusing on the impact of these differences

Brooks, analyzing their development, the impact of imprisonment on their identities, and their respective journeys toward freedom or resignation.

3. Historical and Social Context

- From *The Kite Runner*: Students examined the historical and cultural context of Afghanistan and its impact on the characters and plot.
- In Shawshank Redemption:
 Spiral this understanding of
 historical and social context by
 exploring the American prison
 system, the concept of
 institutionalization, and the
 societal attitudes toward
 justice and rehabilitation
 during the time period of the
 novella and film.

4. Literary Devices

- From The Kite Runner:
 Students analyzed literary devices like symbolism, foreshadowing, and narrative structure.
- In Shawshank Redemption:
 Continue this analysis by exploring King's use of symbolism (e.g., the Rita Hayworth poster, the rock hammer), narrative perspective, and motifs in the novella, and how these are adapted or transformed in the film.

- on the story's meaning and emotional impact.
- Crafting informative pieces that explore the historical and social context of the story and its relevance to contemporary issues.

4. Discussion and Presentation

- Engaging in class discussions about the novella's themes, characters, and narrative techniques, as well as the film's adaptation choices and cinematic elements.
- Presenting on specific aspects of the novella or film, such as a deep dive into a particular character, theme, or symbolic element.

5. Film Analysis Skills

- Analyzing cinematic techniques used in the film, such as cinematography, sound design, and editing, and how these contribute to the film's narrative and thematic impact.
- Writing or presenting on the effectiveness of the film as an adaptation of the novella, considering the director's choices and the film's reception.

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate 2020 NJSLS-CLKS standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

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

Apply appropriate academic and technical skills.

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

Attend to personal health and financial well-being.

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.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

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.

CRP.K-12.CRP5

Consider the environmental, social and economic impacts of decisions.

CRP.K-12.CRP5.1

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP.K-12.CRP6

Demonstrate creativity and innovation.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP7

Employ valid and reliable research strategies.

CRP.K-12.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP.K-12.CRP8

Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP8.1

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They

carefully consider the options to solve the problem. Once a solution is agreed upon, they
follow through to ensure the problem is solved, whether through their own actions or the
actions of others

CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.

CRP.K-12.CRP11 Use technology to enhance productivity.

CRP.K-12.CRP11.1 Career-ready individuals find and maximize the productive value of existing and new

technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology

applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

MA.K-2.1.2.2.Pr4	Selecting, analyzing, and interpreting work.
MA.K-2.1.2.2.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
	How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?
SOC.9-12.1	What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?
SOC.9-12.1.1	Chronological Thinking
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	Critical Thinking
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.