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Statement of Purpose

Summary of the Course: The English 12 College Prep course of study is designed to develop student skills in the following areas: close reading analysis; recognition, identification, and understanding of figurative language, imagery, symbolism, and allusions as literary devices which enhance meaning; recognition, identification, and understanding of the effects of authorial style; genre recognition and understanding; identifying and drawing connections from text to text; recognition of an author's autobiographical influence on his/her works; writing literary analysis; and the development of college level writing that is efficient in depth of analysis and organization and structure. The course exposes the student to multiple genres, styles, and time periods in literature, sharpening their awareness of the interconnected nature of literature in terms of influence and evolution of the art. In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments are encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned, should be relevant and reflective of the current teaching taking place in the classroom.
- Differentiated instruction is encouraged as needed to provide students with various methods for learning in order to meet the needs of diverse learners. Suggestions for modifications are included in the unit plans.
- Assessments should be varied in form, length, and value, and should assess topics of instruction delivered in class.
- The use of various technology is encouraged in all units for purposes of research, work completion, collaborative work, and/or presentation of work.
- The use of test preparatory materials should be regular and interspersed throughout the course in the form of both written practice and multiple choice activities designed to imitate the national exam for the purpose of preparing students.
- MLA format is standard for all formal written work.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

Before the course begins, Senior teachers will reiterate to students:

Why English Class is Important

Whether you are taking an English class in a community college or at a university you may wonder why English matters, particularly if you think English is irrelevant to your degree or career field. Out of all the class that a student will take during college, the most fundamental class will be English. English will help them with all subjects in their curriculum, build better communication skills, and helps with your everyday livelihood.

The basic structure to learning is English. The most important reason to take English is that it is relevant to virtually all subjects. Wherever there is speaking, writing, or critical thinking English is essential. It expresses what a student knows and what they do not know about a subject. There is nothing more embarrassing then using incorrect grammar while speaking in front of a classroom; it makes the student look incompetent. Learning more words along with the meaning will enable the student to feel more comfortable using the words correctly in speaking and writing. A student can gain a lot from an English class by taking it serious because it emphasizes on reading, writing and grammar. This will allow them to become a better communicator.

Learning how to express yourself concisely and accurately is not a simple task; if you want to write a good term paper, report or email that earn respect, a student have to be a good communicator. A lot of students learn how to write well if not master the skill while attending and being actively involved in the English class. Writing that includes descriptive detail helps the reader get a full understanding of the topic being discussed. This will help the student communicate or convey the message while writing that ten page research papers that is due in classes; such as, world history and psychology. Being proficient in English shows that you are educated and you can communicate well; knowledge is the key and once you have it no one can take it away from you.

English classes are like stepping stones to a lifetime of rewards; not only do the lessons help with other classes while attending school; they also build a bridge to gaining a successful career. In order to gain a successful career and not end up with a dead end job student must be educated and have good communication skills. When applying for jobs after graduation; you have to post a lot of resumes in order to obtain that dream job. The fundamentals that were taught in English class will enable the student to build a great resume that every employer would find irresistible to read, then they will have that dream job.

All classes that are taking during college are important however, English is arguably the most important class of all out of the curriculum. English is virtually relevant to everything we do in whether it at home or school it helps us with all subject while attending college builds communications skills and help with our livelihood.

Annual Ongoing Objectives - The Writing Portfolio

TOPIC/ SELECTION	TIME	OBJECTIVE	INSTRUCTIONAL STRATEGIES & ACTIVITIES	BENCHMARK/ ASSESSMENT	NJSLs
Writing Overview	Ongoing	1. Students will develop a writing portfolio that includes multiple genres and modes of writing.	<ul style="list-style-type: none"> ● Students will create a writing portfolio where writing will be stored and revisited throughout the school year. The portfolios will include a reflective component as well as a record sheet and a scoring form. The students will file writing in folders as per departmental guidelines. ● Students will reflect on the writing process - their individual strengths of writing as well as areas in need of improvement. ● Students should feel a sense of ownership, inspiration and pride in their writing folders. ● Teachers will regularly engage in writing conferences with students during the writing process to provide feedback for improvement. Teachers may use the NJDOE Holistic Scoring rubric, teacher generated materials, the Four Square, the 6+1 Traits, and/or the Collins writing for instruction and assessment. ● Students will engage in peer editing sessions throughout the year, when appropriate. ● Students will share writing during “author share” type class sessions throughout the year, when appropriate. 	<ul style="list-style-type: none"> ● Ongoing student-teacher conferences ● Writing folder/portfolio 	W 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Annual Ongoing Objectives - Informational Text Analysis

TOPIC/ SELECTION	TIME	OBJECTIVE	INSTRUCTIONAL STRATEGIES & ACTIVITIES	BENCHMARK/ ASSESSMENT	NJSLs
Non-fiction magazine, online and newspaper articles - taken from various approved sources, e.g., Scholastic magazines, websites, reputable publications, etc.	Ongoing	<ol style="list-style-type: none"> 1. Read and respond to articles through a variety of methods including close reading, reflective writing, debates, and essays) 2. Evaluate text to determine author's purpose 3. Express connections to text through writing and discussion 4. Cite textual evidence to support analysis 5. Determine central idea of text 6. Determine meaning of syntax and analyze the effect on tone 7. Determine author's point of view 8. Analyze accounts of subject told in different mediums 	<ul style="list-style-type: none"> • The students will read and evaluate a variety of timely nonfiction texts ranging from current articles to historical documents, which will be provided by the teacher. • Throughout the course of the year, students will engage in text analysis and write reflective responses to articles. • In addition to personal connections, students will make text-to-text connection in their reflective responses - when articles relate to other curricular works. • Magazine articles will also be used for activities such as debates and discussion, socratic seminar, philosophical chairs, possible research paper components, and thematic comparisons. • As the year progresses, students may also bring in articles related to works read in class. Teacher must approve all articles before distributing to the class. 	<ul style="list-style-type: none"> • Ongoing reflective responses - will be assessed regularly through discussions, class work or homework checks • Participation in debates and class discussions • Real Life Connections: students will use articles to reference when considering real life connections, thematic concepts in the "real world", and comparing/contrasting to unit texts 	RI 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W 4, 5, 9a,b; 10

Unit 1: The Research Paper

TOPIC/ SELECTION	TIME	OBJECTIVE	INSTRUCTIONAL STRATEGIES & ACTIVITIES	BENCHMARK/ASSESSMENT	NJCCCS
Topic selection and Handout review Research	5 – 6 weeks (to be completed in conjunction with the 1 st and 2 nd units; over the course of Quarters 1&2)	1. Examine the process of researching a topic for writing purposes, considering and assessing information given in regards to their research paper, while analyzing, evaluating and examining information pertaining to their topic.	<ul style="list-style-type: none"> Students will choose and begin researching their topics (senior topic – comparing grade level appropriate novel to its film counterpart), finding any materials they believe will help in their writing the paper, using any and all available methods available to them. Students will be given access to the library for research purposes and to print necessary materials/sources. Distribute teacher-selected literature that coincides with the parameters of the assignment and review orally. This process should familiarize students with the following steps. 	<ul style="list-style-type: none"> Sources assessed according to research criteria. 	RL 1, 2, 3, 4, 5, 6, 7, 9, 10 W 2a, b, c, d, e, f; 4; 5; 6; 7; 8; 10 LI 1 a, b; 2 a, b; 3 a; 6
Research and Organization		2. Organize, examine, and record research information.	<ul style="list-style-type: none"> Students will be required to complete library research, obtaining a <i>minimum</i> of three secondary sources and two primary source (book and film). Students will discuss “reliable” web research (librarian assisted), and will view unreliable websites that present themselves as credible. Students will be required to organize all work using teacher provided envelope/folder. 	<ul style="list-style-type: none"> Sources and envelope assessed according to research criteria. 	RL 1, 2, 3, 4, 5, 6, 7, 9, 10 RI 1, 2, 3, 4, 5, 6, 7, 10 W 2a, b, c, d, e, f; 4; 5; 6; 7; 8; 10 LI 1 a, b; 2 a, b; 3 a; 6
Works Cited		3. Identify, analyze, examine, and relate	<ul style="list-style-type: none"> Students will examine bibliographic entries. Students will complete practice bibliographic 	<ul style="list-style-type: none"> Works cited page assessed according to formal MLA 	W 2a, b, c, d, e, f; 4; 5;

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		information collected in regards to their research papers.	<p>exercises. Citation will be modeled by MLA format.</p> <ul style="list-style-type: none"> Students will be given various other types of examples that address the varied types of research sources. 	standards.	6; 7; 8; 10 LI 1 a, b; 2 a, b; 3 a; 6
Highlighting and Annotating		4. Examine, analyze, assess, and prioritize collected materials for information students may plan to use in their papers.	<ul style="list-style-type: none"> Discuss the process of highlighting and annotating. Students will be encouraged to highlight and annotate relevant portions on photocopied materials (to be submitted with final drafts). Have students focus on relative materials they deem fit to include in their papers, informing students that this is a segue into future lessons on note taking and paraphrasing and quoting. Discuss some of the elements that may be deemed relevant to highlight or annotate, pointing out ones that may not be. 	<ul style="list-style-type: none"> Highlighting and annotating assessed according to research criteria. 	RL 1, 2, 3, 4, 5, 6, 7, 9, 10 RI 1, 2, 3, 4, 5, 6, 7, 10 W 2a, b, c, d, e, f; 4; 5; 6; 7; 8; 10 LI 1 a, b; 2 a, b; 3 a; 6
Note Cards		5. Apply note cards as a system of thought organization.	<ul style="list-style-type: none"> Distribute and discuss note card handouts, discussing elements in detail, monitoring student progress as they begin work. 	<ul style="list-style-type: none"> Note cards assessed according to rubric. 	W 2a, b, c, d, e, f; 4; 5; 6; 7; 8; 10 LI 1 a, b; 2 a, b; 3 a; 6
Thesis Statements and Opening Paragraphs		6. Construct and support an opening paragraph, via a solid thesis statement, analyzing its elements.	<ul style="list-style-type: none"> Discuss and analyze the elements of a thesis statement, using various generic examples and teacher modeling, allowing students to gain an understanding of what is expected of them. Review the process of transforming a thesis statement into an opening paragraph, examining the elements of the opening paragraph for its required elements. Students will work on thesis statements and opening paragraphs. 	<ul style="list-style-type: none"> Opening paragraphs assessed according to rubric. 	W 2a, b, c, d, e, f; 4; 5; 6; 7; 8; 10 LI 1 a, b; 2 a, b; 3 a; 6 9.1.12.A.1 9.1.12.B.1

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<p>Opening Paragraph</p>		<p>7. Reconstruct and support opening paragraph.</p>	<ul style="list-style-type: none"> Review and analyze students' opening paragraphs for required elements, allowing them to begin work on their rough drafts. 	<ul style="list-style-type: none"> Opening paragraphs assessed according to editing guidelines. 	<p>W 2a, b, c, d, e, f; 4; 5; 6; 7; 8; 10 LI 1 a, b; 2 a, b; 3 a; 6</p>
<p>Internal Citations</p>		<p>8. Identify, examine, organize, and compose information collected in regards to the proper way to cite quotations and paraphrasing internally within research papers.</p>	<ul style="list-style-type: none"> Distribute "Writing Citations" (MLA Style) sheets. Teacher will read aloud and review the general guidelines, citing examples where relevant, as well as model the use of internal citations. Point out the vast types of sources from which students may have taken research material, as well as the distinct methods for formatting each respective type. 	<ul style="list-style-type: none"> Internal citations assessed according to formal MLA standards. 	<p>W 2a, b, c, d, e, f; 4; 5; 6; 7; 8; 10 LI 1 a, b; 2 a, b; 3 a; 6</p>
<p>Works Cited Page</p>		<p>9. Identify, examine, organize, and compose information collected in regards to the works cited page.</p>	<ul style="list-style-type: none"> Distribute "Internal Citations" (MLA Style) sheets. Teacher will read aloud and review the general guidelines, citing examples where relevant. Point out and discuss in detail the vast types of sources from which students may have taken research material, as well as the distinct methods for formatting each respective type. Reinforce the concept that all sources referred to in internal citations <i>must</i> be included on the "works cited" page. 	<ul style="list-style-type: none"> Works cited page assessed according to formal MLA standards. 	<p>W 2a, b, c, d, e, f; 4; 5; 6; 7; 8; 10 LI 1 a, b; 2 a, b; 3 a; 6</p>
<p>Format</p>		<p>10. Identify and incorporate MLA formatting rules for research papers.</p>	<ul style="list-style-type: none"> Students will record the proper rules for formatting their English research papers. Papers must strictly adhere to MLA format and be at least 4 pages in length. Teacher will introduce technological tools supporting using of MLA such as EasyBib for Google Docs or MLA Generator APP 	<ul style="list-style-type: none"> Research papers assessed according to formal rubric. 	<p>W 2a, b, c, d, e, f; 4; 5; 6; 7; 8; 10 LI 1 a, b; 2 a, b; 3 a; 6</p>

Unit 2: The College Essay

TOPIC/ SELECTION	TIME	OBJECTIVE	INSTRUCTIONAL STRATEGIES & ACTIVITIES	BENCHMARK/ ASSESSMENT	NJSLs
Writing the College Essay	2 weeks in Quarter 1	<ol style="list-style-type: none"> Discuss and identify what makes a unique, memorable, and appropriate college application essay. Students will be able to identify the various purposes behind effective writing of college, or personal essays for both academic and professional career endeavors. Students will write effective college/personal essays that can be used to submit to prospective colleges. 	<ul style="list-style-type: none"> Samples of successful college essays to be shared and discussed with the class; students are to identify the do's and don'ts of college essay writing. Pre-writing Assignment: Students will list and explain the top 5 "interesting" attributes/accomplishments about themselves. This could be about their accomplishments, personality, skills, aspirations, strengths, something they think is particularly interesting. After a brief lesson on outlining personal/college essays, students will be able to draft their outlines in class and make sure to include a grabbing "hook" in their introduction. Students will choose one of many prompts provided to produce a rough draft of a college/personal essay; students are also encouraged to find the specific prompt that is required of their prospective colleges via Common App. Rough draft essays to be completed in class; peer editing using rubric/checklist for students to gather feedback; teacher will grade rough drafts as per rubric. Final drafts to be typed and completed/graded 	<ul style="list-style-type: none"> Student created list of do's and don'ts of college essay writing techniques. Participation in class discussion concerning what makes an effective college essay. Students will complete a True/False quiz that outlines the effective techniques of college/personal essay writing College/personal essay rough and final drafts graded per teacher created rubric. 	RI.11-12.7 W.11-12.1.d W.11-12.2 W.11-12.2.e W.11-12.3 W.11-12.3.a W.11-12.3.d W.11-12.3.e W.11-12.4 W.11-12.5 SL.11-12.1.c L.11-12.1.b L.11-12.2 L.11-12.2.b L.11-12.3

UNIT 3: Personal and Epic Legends

Beowulf

(5 -6 weeks)

Summary of the Unit: No one knows who “wrote” *Beowulf*. Like all early oral poetry, it had as many authors as singers who performed it. The singers may have performed it when warriors gathered in mead halls to celebrate their prowess at gatherings like those described in *Beowulf*. In fact, it is from this poem that we derive many of the details for our reconstructions of Anglo- Saxon social life. The oldest piece of literature written in the English language, *Beowulf* has the unique ability to connect us to who we really are by challenging us to consider that across different cultures, geographic distance and considerable length of time, this text survives as a powerful example of the fact that as human beings, there is always more that makes us alike than different.

Fundamental to the 12th grade *Beowulf* unit is the juxtaposition of Pagan and Christian ideals, contrasting fate with free will, the natural with the mystic and the virtues of humility vs. those of pride. Within the dialectic of this epic poem is the discourse found within modern-day society as well. Powerful parallels will be drawn between Beowulf’s culture and the various cultures of modern-day America with particular attention given to current events and a more idealized and inclusive reality than we may presently experience.

Essential Questions:

- What value does *Beowulf* offer to the modern reader?
- How does the incomplete nature of a given text impact its readability?
- How does Anglo-Saxon society both resemble and differ from modern-day society?
- What is the role of heroism in our modern world? How is it different from that of Beowulf’s time period?
- What is the role of fate in our lives?
- Does free will exist in today’s time period?
- What is the impact of reading a story in poetic format vs. prose?
- How does oral tradition change the presentation of this text?
- What role does oral tradition play in modern-day America?
- What defines a successful legacy during Beowulf’s time period? In modern-day society?

Gilgamesh

(2 weeks)

Summary of the Unit: The epic hero is a part of the journey or quest as a component of the epic poem itself. The National Endowment for the Humanities Education Site describes the epic hero cycle as having the following elements: an extraordinary hero who is charged with a journey or quest. The quest itself has obstacles that force the hero to prove himself. In some cases mystical or supernatural beings are for or against the hero and may even lead that hero into the supernatural world, where other humans have never been. Like the tragic hero, the epic hero reaches a low point but rather than die, like the tragic hero, the epic hero resurrects himself and the epic comes to its resolution. Learning about the epic cycle and the epic hero is where the curriculum unit will begin. Students will first learn about the cycle, initially using prior knowledge of epics they may have read (*The Odyssey*, *The Iliad*) or viewed (*The Lord of the Rings*). The class would also be asked to look at how this literary hero differs from the connotations associated with traditional heroes or persons they may call "hero".

Once the students are comfortable with epics and their elements, we would move toward the ancient epic, *Gilgamesh*. Since students take World Civilizations as ninth graders and have spent a varying amount of time on Mesopotamia, we would begin with background information on the geography, time period, and other historical elements necessary for understanding when and where *Gilgamesh* was written. Also, this is a chance to look at a culture and what it valued; this allows for discussion on today's society and its values as well as discussion as we read and where we see examples of cultural values in the text of *Gilgamesh*. Before beginning the text, students will have literary and historical knowledge to apply to it.

Reading *Gilgamesh* also allows for discussion of greater issues in literature and life: roles of women, the use and abuse of power, friendship, and the importance of the epic in a particular society or culture. Students will be given a chance to read and explore other epics if they become interested but this unit will focus solely on *Gilgamesh*.

Essential Questions:

- How does an epic poem differ from other kinds of poetry telling?
- What is a polytheistic society? Monotheistic society?
- How does the epic reflect the pattern of heroic journey that Joseph Campbell has described in *The Power of Myth*?
- How does the myth reflect the themes of coming of age, circles of life, harmony with nature as well as sacrifice and atonement?
- How does the *Gilgamesh* story parallel with other flood disaster stories?
- How do we define a hero?

Plaza Suite

(4-5 weeks)

Summary of the Unit: Neil Simon's ground-breaking play in 3 acts, *Plaza Suite*, connects three sets of distinct guests sharing no connection with each other save the physical occupation of the same suite at the Plaza Hotel in New York City. Highlighting three sets of people as they each face a hugely significant challenge shows that despite differences in age, status and demographic, the universal constant of the human spirit is to experience life in a relatively mindless state only to look back on it later with greater clarity and renewed appreciation for what a person had, and which is no longer. Highlighting troubled relationships that showcase unhealthy conversational styles, this play provides striking social commentary particularly relevant within today's technologically-oriented modes of communication.

Essential Questions:

- How does mental health impact the quality of the relationships we are able to experience?
- How can mental health be better prioritized within modern-day society?
- At the end of your life, what would you most regret never attempting?
- What defines a healthy, loving relationship?
- What distinguishing characteristics identify a relationship that will endure throughout a person's life?
- How can younger generations learn from and better appreciate older generations?
- How does the dramatic play fundamentally differ from the prose novel in its presentation? What genres are best supported by either?
- What is the value of honesty in a relationship?
- How do the multiple intelligences impact our daily lives? What is the value of each of the multiple intelligences?

TOPIC/ SELECTION	TIME	OBJECTIVE	INSTRUCTIONAL STRATEGIES & ACTIVITIES	BENCHMARK/ ASSESSMENT	NJSLS
Introduction: Archetypes and The Hero's Journey	1 Week	1. Explore the purpose of legends, journey stories, etc. and make personal connections.	<ul style="list-style-type: none"> Students will explore the significance of telling one's story through discussion and writing. They may write about and/or discuss the following topics: <ul style="list-style-type: none"> What is your story? What is your family's story? What is your culture's story? What is a legend? What is an epic legend? What is a personal legend? Introduce the theme of life as a legend (personal and/or epic) – the hero, the journey, hardships, quest for immortality, etc. 	<ul style="list-style-type: none"> Journal writing, assessed according to content, participation in class discussion. 	W2a,b,c,d, e,f; 4; 5; 10 SL 1 a, b, c, d; 3; 6
		2. Identify examples of common literary archetypes.	<ul style="list-style-type: none"> Students will learn common literary archetypes (Jung, Campbell, etc.) Working in groups, students will choose an archetype to examine as it appears in modern day society. Identify 5 fiction and 3 non-fiction examples of the chosen archetype. Create a visual including an explanation of the archetype, pictures of each of the people chosen, and a brief piece of biological information that identifies the person within the given archetype. 	<ul style="list-style-type: none"> Visual presentation of archetypes assessed according to rubric. 	RL.11-12. 7, 9, 10 SL.11-12. 1 a, b, c, d; 2; 3; 4; 5; 6 9.1.12.A.1 9.1.12.C.5
Beowulf	5-6 Weeks	1. Analyze the text of <i>Beowulf</i> by responding to open-ended journal topics.	<p>Possible journal topics:</p> <ul style="list-style-type: none"> What do you think life was like in England around the year 500? What makes someone Christian? Pagan? How do you think they are different? How do we define a hero today? 	<ul style="list-style-type: none"> Journal entries, assessed according to content. 	RI.11-12.1, 2, 3, 4, 5, 6, 7, 10 SL.11-12.1 a, b, c, d; 2; 3; 4; 5; 6 9.1.12.C.5

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			<ul style="list-style-type: none"> • What might make reading a 1500-year-old story difficult? • Is it possible to memorize a 3000-line poem? Explain. • When is the last time you did a good deed and expected nothing in return? • Is pride a fault, or an asset to your character? Explain. • Are people born good or evil, or do they grow according to their actions? • How do you define unconditional love? • Can anger always be controlled? Explain. • If Beowulf lived today, would you want to be friends? Explain. 		9.1.12.B.1
Anglo-Saxon Riddles		2. Collaborate in groups to interpret the meaning / significance of a series of Anglo-Saxon Riddles.	<ul style="list-style-type: none"> • Class will work together to interpret / discuss a simple riddle. • Working in groups, determine the meaning of an assigned Anglo-Saxon Riddle. • Students will answer a series of questions. (see Anglo-Saxon Riddle” handout). 	<ul style="list-style-type: none"> • Response questions, assessed according to key. 	RL 4, 10 SL 1a, b, c, d; 4; 6 LI 1 a, b; 3a, 4a, c; d; 6 9.1..A.1
		3. Identify background information on the Anglo-Saxon time period.	<ul style="list-style-type: none"> • Students will read nonfiction background articles on <i>Beowulf</i> and the time period. • Students will complete a mini research project on topics such as customs, dress, traditions and background. Students may utilize (but are not limited to) textbooks, library materials, and electronic resources. • Students will understand and apply text-specific vocabulary from the given selections. • Identify and explore genre of epic poetry. 	<ul style="list-style-type: none"> • Nonfiction assessment & group presentations assessed according to key. 	RI 1, 2, 3, 7, 10

		<p>4. Define and apply vocabulary words and terms from <i>Beowulf</i>.</p>	<ul style="list-style-type: none"> Define a given list of vocabulary from <i>Beowulf</i> and write an original paragraph illustrating your understanding of the given terms. 	<ul style="list-style-type: none"> Vocabulary definitions and writing assignment, assessed according to vocabulary incorporation. 	<p>W.11-12.4, 5, 10 L.11-12.1 a,b; 2b; 3a, 4a, b, c, d; 6</p>
		<p>5. Complete a close reading of <i>Beowulf</i>, annotate, analyze and provide textual evidence to back up claims to make text-to-text, text-to-world, and text-to-self connections.</p>	<p>Step 1: Look at the technical stuff. Take notes (suggestions follow) on things that the author has chosen to include. If possible, make notes in the margin of the text. (<i>Choose at least 3</i>)</p> <ul style="list-style-type: none"> Diction (the difference between “observe,” “notice,” “glance,” “spot,” etc.) Point of view (first person, second person, third person, subjective, objective, omniscient, past tense, present tense, future tense) Tone (the author’s attitude towards the subject or topic, revealed through the manner of writing – could be sarcastic, optimistic, panicked, despairing, etc.) Figures of speech / literary devices (simile, metaphor, alliteration, assonance, consonance, pun, apostrophe, hyperbole, aphorism, innuendo, irony, paradox, personification, synecdoche, imagery, symbolism, etc.) Speaker / voice (dig deeper than gender!) Target reader / audience Theme (both the topic and the author’s opinion about it) Conflict (internal or external, where it begins, changes, resolves – for better or for worse) 	<ul style="list-style-type: none"> Close Reading Journal kept in students’ notebooks, assessed according to notebook rubric. 	<p>RL 1, 2, 3, 4, 5, 6, 9, 10</p>

			<ul style="list-style-type: none"> Form (how presentation impacts or illuminates the content) Title & textual mention Patterns / repetition of anything <p>Step 2: Summarize briefly what happens in what it is that you're reading. (2-4 sentences)</p> <p>Step 3: Relate the passage to something bigger (the rest of the poem if it is a stanza, the rest of the novel if it is a chapter, the other texts we've read in this unit, anything else you've read that shares similar characteristics, a universal value or societal trend, etc.). (2-4 sentences)</p> <p>Step 4: Come up with three questions or comments related to the text. (3 sentences)</p>		
		6. Learn and apply Anglo-Saxon poetic devices.	<ul style="list-style-type: none"> Students will record and discuss the literary terms outlined in the objective. Terms will be reinforced with examples. Students will learn and understand the Anglo-Saxon caesura and its purpose in Anglo-Saxon oral tradition Students will view alliteration from several different perspectives through the "alliteration" lesson plan (see handout). Students will work in pairs to create their own modern day kennings. 	<ul style="list-style-type: none"> Response questions, assessed according to key. 	RL 1, 2, 3, 4, 5, 6, 10 SL 1 a, b, c, d; 3; 4; 5; 6 LI 1a, b; 3a; 4a, b; 5a, b; 6
		7. Connect non-fiction texts to thematic elements present in <i>Beowulf</i> .	<ul style="list-style-type: none"> Independently research a modern day hero from web site such as http://www.myhero.com/myhero/home.asp or through other media (newspaper, magazine, etc.) Complete biographic profile for chosen hero – include details from early childhood, career choices, setbacks, and personal 	<ul style="list-style-type: none"> Response questions, assessed according to key. 	RI 1; 2; 3; 4; 5; 6; 7; 10 W.2a, b, c, d, e, f; 4; 5; 6; 7; 10 9.1.12.C.2, 3

			<p>mission statements and publicity.</p> <ul style="list-style-type: none"> • Compare importance of public image in <i>Beowulf</i> to that of chosen modern day hero. What cultural factors account for similarities or differences? 		
		8. Compare and contrast the Old English used in the <i>Beowulf</i> text with modern English, spoken today.	<ul style="list-style-type: none"> • Students will work in groups to review an "Old vs. Modern English" handout. • Students will listen to recorded examples of Old English. 	<ul style="list-style-type: none"> • Discussion or journal entry, assessed according to content. 	<p>RI 1, 2, 4, 7, 10 SL 1 a, b, c, d; 2; 6</p>
		9. Determine whether <i>Beowulf</i> can be considered more of a myth or a legend.	<ul style="list-style-type: none"> • Class will review the "markers" of both myths and legends. • Students will work in small groups (3-5) to come up with a defense for the genre they have chosen. • For homework, students will respond in writing. 	<ul style="list-style-type: none"> • Class discussion and writing assignment, assessed according to content and rubric. 	<p>RL 1, 2, 3, 4, 5, 6, 10 W 1a, b, c, d, e; 4; 5; 10 SL 1 a, b, c, d; 3; 4; 5; 6 LI 1a, b; 3a; 4a, b; 5a, b; 6</p>
		10. Compare and contrast the heroic qualities of Beowulf and Grendel by examining the concept of heroism from two (2) different points of view.	<ul style="list-style-type: none"> • After reading the section explaining the battle between Grendel and Beowulf in the text, students will examine a selection from <i>Grendel</i> by John Gardner (Grendel's encounter with Unferth, chapter 7). • Brainstorm qualities of a hero and compare them to those in the text(s). 	<ul style="list-style-type: none"> • Guided reading, assessed according to participation. 	<p>RL 1, 2, 3, 4, 5, 6, 7, 10</p>
		11. Interpret Grendel's character by assuming his point of view.	<ul style="list-style-type: none"> • Create a "Letter to the Editor" using whatever creative means are available to recount Grendel's experiences extending from the time he leaves his lair to encounter Beowulf to his wounded return home. • Incorporate as many references to the text as possible. 	<ul style="list-style-type: none"> • Creative writing assignment, assessed according to rubric. 	<p>W 3a, b, c, d, e; 4; 5; 10 LI 2b; 6</p>

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		<p>12. Examine examples of illuminated manuscripts and create original illuminated letters to form a visual connection to the text of the Middle Ages.</p>	<ul style="list-style-type: none"> Using resources such as the Internet and selected books, students will be introduced to illuminated manuscripts, such as those found in the <u>Book of Kells</u>. Students will review the illuminated manuscripts handout. Using teacher produced letter templates, students will create their own illuminated letters. What relationship does production of a work have with its value? Reflect on modern-day texts, and artistic experiences here. 	<ul style="list-style-type: none"> Artistic project and writing assignment, assessed according to rubrics. 	<p>RI 1; 2; 3; 4; 5; 6; 7; 10 W.2a, b, c, d, e, f; 4; 5; 6; 7; 10</p>
		<p>13. Compare text version of <i>Beowulf</i> to corresponding movie version of the text, <i>The 13th Warrior</i>.</p>	<p>Critically compare the text version of <i>Beowulf</i> to corresponding movie version of the text, <i>The 13th Warrior</i>.</p> <ul style="list-style-type: none"> What problems might a screenwriter have in adapting this work to a movie format? Which scene(s) will be the most challenging for the director? Why? Whom would you select to play the major roles in a movie version of this work? Explain. What do the costumes reveal about the characters? What details help establish time and place? Were the characters in this video more believable and real than those in the book or not? Did they change as the story progressed or did they remain static? Was this true to the original story? Could you tell what the actors were thinking and feeling? How? Which character differed most dramatically 	<ul style="list-style-type: none"> Film critique and writing assignment, assessed according to key and rubric. 	<p>SL.11-12.1 SL.11-12.1.b, c, d L.11-12.3, a L.11-12.4, a, c, d</p>

			<p>from the way you imagined them in the original work? Why do you think that character was changed in the movie version?</p> <ul style="list-style-type: none"> • Was the sequence of events any different in the movie and printed versions? Do you think the filmmaker's decisions were wise? • How effectively did the makers of this film employ the author's symbols to convey theme? Were any symbols introduced? • Evaluate the acting in the film. Decide which scenes were most effectively acted and why. Discuss your findings with the class. 		
<p><i>The Epic Legend of Gilgamesh</i></p>	<p>2 weeks</p>	<ol style="list-style-type: none"> 1. Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details 2. Analyze a particular point of view or cultural experience reflected in a work of literature from outside of the United States, drawing on a wide reading of world literature 3. Make connections and compare/contrast the protagonist as a hero to other heroic characters 	<ul style="list-style-type: none"> • Students will write before, during and after reading. The writing will have students journaling, answering questions and writing pieces similar to the ones they are reading. Also, they will be revising initial writing and understanding of what is being read • Students will respond before, during, and after reading to various essential questions such as: <ul style="list-style-type: none"> - What is a hero? List five to six qualities and two examples of a hero. - What makes a good leader? - Does Gilgamesh have these qualities yet? - Gilgamesh and Enkidu develop their friendship. What are qualities of a strong friendship? Do you foresee these two men being able to maintain a strong friendship? - Analyze the dreams of Gilgamesh. What would you have interpreted those dreams 	<ul style="list-style-type: none"> • Assessment of the student's' progress will be on-going. The two major assessments will be the student presentations of selected tablets of The Epic of Gilgamesh. Students will work in groups to act out the tablet and discuss its importance. • Written Assignments: <ol style="list-style-type: none"> 1. The Journal of Gilgamesh: Journal questions will be done each day. The answers to the questions will help students participate in the discussion as well as get thoughts and ideas on 	<p>RI 1; 2; 3; 4; 5; 6; 7; 10 W.2a, b, c, d, e, f; 4; 5; 6; 7; 10 L.11-12.5.a L.11-12.6</p>

		<p>4. Identify and analyze the various archetypes that align with Joseph Campbell's "The Hero's Journey"</p> <p>5. Make connections to real life examples of literary archetypes</p> <p>6. In the text, identify and analyze various universal human experiences and symbolism associated with literature</p> <p>7. Evaluate specific quotes from the text to analyze and develop a deeper meaning that can be related to universal human experiences</p> <p>8. Read, write, speak, and listen to construct meaning from the reading of <i>The Epic of Gilgamesh</i></p> <p>9. Read with understanding and respond thoughtfully to a variety of materials and writing prompts</p>	<p>to mean?</p> <ul style="list-style-type: none"> - Would you want eternal life or eternal youth? Why? - How can it be argued/analyzed that Gilgamesh really did attain immortality • Text analysis will have students reading and responding in a journal. Journaling is a strategy to be used throughout the reading of <i>The Epic of Gilgamesh</i>. The journal becomes a place to jot down ideas, ask questions, and look at key lines or events in the text. The journal also becomes a place students can refer back to when writing a final essay about the epic. Students will also write questions for the authors as well as for each other. For example, students may ask "why" a character made a certain choice or may begin a journal with "I wonder. . ." and make predictions about what characters may do. • Analysis of philosophical passages or important quotations During the reading of <i>Gilgamesh</i>, students will look for important passages and analyze. • In teaching about rhetoric and its history and/or teaching persuasive techniques, direct instruction can be used if the teacher involves the students. Doing K-W-L (Know, Want to Know, Learned) charts before and after a presentation. • Jigsaw activities involve students breaking out into smaller groups and performing a task (possibly an inquiry based task). After working with small groups, each of these groups chooses a presenter and conveys 	<p>paper. At the end of the unit, students will choose their best seven or eight entries, type them, and hand them in as a test grade</p> <p>2. The Essay of <i>Gilgamesh</i>: Teachers can choose to assign one or all of the topics listed below:</p> <ul style="list-style-type: none"> - Analyze the role of women in the text. - Analyze the friendship between <i>Gilgamesh</i> and <i>Enkidu</i>. Does this type of relationship mirror any others in literature? - Discuss <i>Gilgamesh</i> and whether or not he fits into the mold of "epic hero". - Compare and contrast the Flood story of <i>Gilgamesh</i> to another flood disaster myth of your choosing (suggestions will be provided). 	
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			<p>the findings to the entire class.</p> <ul style="list-style-type: none"> ● Group Work: In small groups, students will complete a chart to begin creating their own epic hero and epic journey. Students will complete the following: <ul style="list-style-type: none"> ● Name of Hero ● The Force the Hero will battle ● The Journey (specifically where will the journey start and finish) ● Obstacles the Hero must overcome ● How will the epic end ● Theme or Real Reason hero took the journey ● Conclusion: Groups will put information on chart paper and present to the class. ● Extension Activity: Groups can create a children's book detailing the hero's journey. Students can also act out their mini-epic. <p>Group Work:</p> <ol style="list-style-type: none"> 1. Students will be put into groups of three or four, depending on class size. Each group will be assigned one of the eleven tablets of The Epic of Gilgamesh. 2. Groups will read the tablet and develop a play to act out their particular tablet. Groups must use some lines directly from the text as well as paraphrasing lines to make the action move along. 3. Groups will also analyze their particular tablet and how it relates to the major themes in the epic. 4. Performances will be 5 minutes in length and will begin with a reading of the groups' analysis of the tablet. Points will be given for costumes, creativity, and adherence to 		
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			requirements.		
Plaza Suite Pre-Reading	4-5 Weeks	1. Analyze the text by responding to open-ended journal topics through Do-Now responses and sustained in-class writing experiences.	Possible journal questions: <ul style="list-style-type: none"> • If a couple is having problems communicating, how big of a problem would that be? • Explain whether you think Sam and Karen will work out their problems. • Who would you cast as Sam? Karen? Why? • How would you describe someone who is intelligent? • Imagine that Sam and Karen took the intelligences quiz. What would it reveal? • If you were a movie director, who would you cast as Jesse? Muriel? Why? • What fears or concerns might a person have on his or her wedding day? • How do you calm yourself down when you are stressed? • Do you communicate in ways that other people might not understand? Explain. • How would you try to get Mimsey out of the bathroom? • Who would you cast as Ray? Norma? Why? • What is the most memorable scene of <i>Plaza Suite</i> for you? Why? • What does a tableau show about a play that a reading might not? 	<ul style="list-style-type: none"> • Journal entries, assessed according to content and sophistication of thought. 	W 4; 10
During Reading		2. Perform dramatic sequences from <i>Plaza Suite</i> aloud, pausing to discuss thematic and character development and to make predictions.	<ul style="list-style-type: none"> • Each day <i>Plaza Suite</i> is read aloud in class, free write in your notebook in each of the following areas: <ul style="list-style-type: none"> • Summarize what you read today • Analyze the meaning of what you read • Predict what will happen next 	<ul style="list-style-type: none"> • Guided reading and class discussion, assessed according to presentation. 	RL 1, 2, 3, 4, 5, 6, 9, 10

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		3. Learn Multiple Intelligences and apply them to the characters of <i>Plaza Suite</i> .	<ul style="list-style-type: none"> Take the Multiple Intelligences survey, completing the bar graph and examining each of the Multiple Intelligences in turn. Apply knowledge of Multiple Intelligence to characters in <i>Plaza Suite</i> In a well-written paragraph, consider Act I. Which Intelligence does Sam show the greatest proficiency in? Karen? Give evidence from the text to support your answer. 	<ul style="list-style-type: none"> Response questions, assessed according to key. 	W 4; 5; 10
		4. Learn Rules of Conversation and apply principles to relationships in <i>Plaza Suite</i> .	<ul style="list-style-type: none"> After discussing the common Rules of Conversation, as they exist in modern day America, locate and explain 3 examples from Act I of <i>Plaza Suite</i> 	<ul style="list-style-type: none"> Guided reading and response questions, assessed according to key. 	RL 1, 2, 3, 4, 5, 6, 9, 10 SL 1 a, b, c, d; 3; 6
		5. Work in groups to express scenes from <i>Plaza Suite</i> through the use of a tableau.	<ul style="list-style-type: none"> In a small group of 3-4, select a relationship between any combinations of characters to be expressed visually through the use of a tableau. Explain in a well-written paragraph why the gesture, stance, and/or expression utilized is appropriate. Record your observations for your classmates' tableaux, first guessing which characters are being presented, and then explaining why your explanation is likely. 	<ul style="list-style-type: none"> Critical thinking and group presentations, assessed according to rubric. 	RL 1, 2, 3, 4, 5, 6, 9, 10 SL 1 a, b, c, d; 3; 6. 9.1.12.A.1
		6. Apply findings in non-fiction article on healthy listening to the marriage of Sam & Karen.	<ul style="list-style-type: none"> If you were being paid to counsel Sam and Karen in their marriage, what would you say is their biggest problem? How could they fix it? Consider advice provided at http://marriage.about.com/cs/listening/a/listening_skills.htm 	<ul style="list-style-type: none"> Journal entry, assessed according to reference to the text. 	RI 1, 4, 5, 6, 7, 10 W 4; 5; 10
		7. Examine the psychology of Mimsey on her wedding day.	<ul style="list-style-type: none"> In a well-written paragraph, explain why after her parents threaten, bargain, and plead with Mimsey, Borden's "cool it" is finally successful at coaxing her out of the bathroom. What has Borden done for her 	<ul style="list-style-type: none"> Writing assignment, assessed according to rubric. 	W 4; 10

<p>Post-Reading</p>		<p>8. Compare Arthur Miller's movie <i>Plaza Suite</i> to Neil Simon's play.</p>	<p>that parents could not?</p> <ul style="list-style-type: none"> ● What problems might a screenwriter have in adapting this work to a movie format? ● Which scene(s) will be the most challenging for the director? Why? ● Whom would you select to play the major roles in a movie version of this work? ● What do costumes reveal about characters? ● What details help establish time and place? ● Were the characters in this video more believable and real than those in the book or not? Did they change as the story progressed or did they remain static? Was this true to the original story? ● Could you tell what the actors were thinking and feeling? How? ● Which character differed most dramatically from the way you imagined them in the original work? Why do you think that character was changed in the movie version? ● Was the sequence of events any different in the movie and printed versions? Do you think the filmmaker's decisions were wise? ● How effectively did the makers of this film employ the author's symbols to convey theme? Were any symbols introduced? 	<ul style="list-style-type: none"> ● Film critique and writing assignment, assessed according to key and rubric. 	<p>RL 7 W 1 a, b, c, d, e; 4; 5; 10</p>
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Unit Five – Beyond Good and Evil

Macbeth

(4-5 weeks)

Summary of the Unit:

Students explore the ideas of ambition and failure. They learn that conflicts serve as the basis of a text's meaning and that identifying the internal and external conflicts of a story reveals the motivations of complex characters. They come to understand how characters advance a plot and develop a theme, reflecting real life in which conflicting motivations propel humans to act in different ways. Besides exploring the profound themes of false appearances, blind ambition, fate vs free will, and corruption of power, students will be introduced to the historical influences of the play. In depth scaffolding on the Renaissance will enable the students to understand how the culture and historical background influences the famous literary work, *Macbeth*. The play will also serve as the foundation for related exercises in writing, reading, and listening. In addition to the text, we will also be covering some historical facts during the time period in which the story was written. They will also learn about the Middle Ages, which is the setting of the play and the Renaissance in which the play was written. These facts will help to illustrate how sociological forces have a profound influence on one of Shakespeare's famous tragedies, *Macbeth*. Students will also be able to recognize the various forms of figurative and poetic language that are found within the play, such as: alliteration, metaphors, hyperbole, oxymoron, paradox, simile, rhyming couplet, iambic pentameter. Text Use: Character development through interactions, influence of character development on theme, depiction of themes in various mediums, & effect of text structure.

Students will understand that...

- Shakespeare's commentary on power, corruption, and blind ambition is still relevant to our own politics today.
- Things are not always as they appear.
- People have often relied on superstition and frequently still do today.
- Our perceptions and interpretations are based on a variety of factors.
- Literature is a comment on the human condition.

Essential Questions:

- How does power corrupt people?
- How does blind ambition impact political behavior?
- How does superstition affect human behavior?
- How can appearances be different from reality? What influences our perceptions?
- How did the Renaissance audience's' belief in the supernatural affect the theme of fate versus determinism?
- Is there divine justice in the world or some sort of karmic retribution?
- How does Macbeth disregard his conscience and choose ruthless ambition over honor?
- Would Macbeth have committed murder without the witches influence from their predictions?
- Through the modern adaptations, what moral choices do today's teenagers face?
- Ultimately, are we responsible for the outcomes of our own lives or are there certain circumstances that lie beyond our control?

Wuthering Heights

(5-6 weeks)

Summary of the Unit: *Wuthering Heights* plunges fearlessly into a wild and passionate exploration of love in all its destructive manifestations. Brontë's fragmented narrative revolves obsessively around a single, explosive transgression, and the theme of jealousy in the lives of Heathcliff and Catherine, before making a calmer return to the theme in the often neglected second half of the novel. *Wuthering Heights* is a classic novel that will spur great discussion about the era of Romanticism. Students will receive an introduction to Romantic ideals so that they can identify elements of Romanticism throughout the novel. Teaching this novel is great opportunity to incorporate art and history as well by looking at Romantic paintings, Romantic philosophy, and the series of events that inspired the Romantic Movement. Some scholars see the Gothic movement as a subset of the Romantic Movement. Taking a look at the Gothic elements of *Wuthering Heights* will also help students understand the darker aspects of the novel.

Discussing the frame narrative, characterization, and other important literary techniques will help students interpret the novel. Bronte combines many literary elements in this novel to create a complex and vivid tale. A lesson on the techniques used will help students overcome some of the difficulties in comprehending the story, allowing them to focus on deciphering the 18th century language and analyzing the intricate characters.

Essential Questions:

- What is true love? Can love change? Should love change?
- How does nature reflect the human condition?
- Can you accomplish anything as long as you try hard enough?
- How important is economic class in determining future success?
- Are girls and boys supposed to act in certain ways?
- What are your beliefs regarding things described as supernatural or impossible?
- Should people who love each other be permitted to live together no matter what?
- To what extent should people live their lives according to society's expectations?
- What is the purpose of revenge? Can it ever accomplish anything good?

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TOPIC/ SELECTION	TIME	OBJECTIVE	INSTRUCTIONAL STRATEGIES & ACTIVITIES	BENCHMARK/ASSESSMENT	NJLS
Introduction to <i>Macbeth</i>	3 Days	1. Explore the concept of good versus evil; external and internal forces/conflict.	<ul style="list-style-type: none"> In writing and or discussion, students will explore the concept of good versus evil. Does evil really exist? Is there such thing as pure goodness (altruism)? Can the capacity for both exist in one person? 	<ul style="list-style-type: none"> Students will be assessed on participation in discussion and reflective writing. 	W.2a,b,c,d ,e,f; 4; 5; 10 SL 1 a, b, c, d; 3; 6
		2. Explore/debate anticipatory set of questions relevant to the text that will help illuminate the theme. 3. Students will engage in a gallery walk to view Macbeth theme boards and predict central ideas/themes about the play.	<ul style="list-style-type: none"> Teacher provides students with set of critical thinking questions that ultimately reveal the themes of <i>Macbeth</i>. Students will first read and respond independently to the set of questions, then engage in Four Corners type activity in which students agree/disagree and discuss their responses. Together, the class will identify possible themes of Macbeth and compile a running list to be reviewed. 	<ul style="list-style-type: none"> Identification and compilation of possible themes in <i>Macbeth</i>. 	RL 1, 2, 3, 4, 6,10 W 10 RL.11-12.2
<i>Macbeth</i> Pre-Reading	4-5 weeks	4. Identify background information on William Shakespeare and the time period in which he lived.	<ul style="list-style-type: none"> Students will watch the A&E biography of Shakespeare and complete the viewing guide. Main points of video include Shakespeare's childhood and education, family life, career, and death. 	<ul style="list-style-type: none"> Students will be assessed on their completion of the viewing guide. 	RI 1, 2, 3, 7, 10
Shakespearean Language structures		5. Identify Shakespearean language structure and strategies to help with comprehension.	<ul style="list-style-type: none"> Take notes on Shakespearean language structure (including metaphor, inverted structure, contractions, cause and effect) and strategies to help with comprehension. Discuss how Shakespearean language is different from our modern language and how language evolved since Elizabethan times; research words still used today that were invented by 	<ul style="list-style-type: none"> Students will be informally assessed on their class discussion and effective note-taking. 	RL 1a; 3a; 4c; d; 5a, b; 6

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			Shakespeare (YouTube videos available on this).		
Structure of Tragedy		6. Diagram and explain the dramatic structure and note the six elements of a Shakespearean tragedy.	<ul style="list-style-type: none"> Explore the steps in the plot structure of a Shakespearean tragedy. Draw Freytag's pyramid in notebook. Label the sections of the pyramid, noting how each corresponds to an act in the drama. Write one sentence that defines each element of a Shakespearean tragedy and predict where each element will occur in the five acts of <i>Macbeth</i>. 	<ul style="list-style-type: none"> Students will be assessed on their graphic organizer. 	RL 3, 5, 10
During Reading Theme of Blind Ambition		<p>7. Examine the theme of ambition and how it relates personally and to the play.</p> <p>8. Recognize ambition as a positive and negative characteristic.</p>	<ul style="list-style-type: none"> Students will write an answer to "Are you an ambitious person? In order to get ahead in life, do you think it takes unethical actions like lying and stealing?" As students read the play, they will list any references that qualify ambition as either positive or negative (good or evil) 	<ul style="list-style-type: none"> Informal assessment in journal writing 	RL 1, 2, 3, 4, 6, 10 W 10
Aside/Soliloquy		9. Define "aside" and "soliloquy" and differentiate which is which in text.	<ul style="list-style-type: none"> Students will define terms aside and soliloquy in notebooks. As play is read, students will decipher from text which lines are asides and which are soliloquies. As a class, students will evaluate how soliloquies help in characterization/development of a character's (innermost thoughts and motives). With a partner, paraphrase the soliloquy that begins Scene 7. Then in a group of 4, discuss the following: <ul style="list-style-type: none"> Does Macbeth have more reasons for or against killing Duncan? List the reasons for NOT killing the king. Does Macbeth seem fully aware of the consequences of the planned murder? 	<ul style="list-style-type: none"> Formal quarterly notebook check. 	RL. 7, 9, 10 SL.11-12. 1 a, b, c, d; 2; 3; 4; 5; 6

			<ul style="list-style-type: none"> - At the conclusion of the soliloquy, what decision does he seem to make? Why does he change his mind? • Read aloud paraphrase of scene. • Discuss the imagery in the soliloquy. 		
		<p>10. Quote Analysis: students will be able to determine what makes an acceptable explanation of a quote analysis and will be able to list and practice the steps in writing quote analyses.</p>	<ul style="list-style-type: none"> • Students will be able to demonstrate how to write a good quote analysis by first examining examples of and taking notes on the various steps of analyzing a quote and then practicing this strategy themselves. Students will be provided with quotes from Macbeth to write an analysis for. These quotes have already been gone over previously during the week and are to be used a somewhat of a "rough draft" for their final written analysis. • after reviewing the guidelines and rubric for the quote analysis assignment, students will work in pairs to complete a rough draft (using graphic organizer) of their quote analysis for one of the 5 quotes reviewed from Macbeth. Students will submit their rough drafts by the end of the period; teacher will review and make notes for the next day's lesson in which students will finalize their written analysis and use the chromebooks to type up and send the final draft. 	<ul style="list-style-type: none"> • Students will be able to work in pairs to produce a written quote analysis. • Students will receive and review guidelines, rubric, and handout for the quote analysis assignment. 	<p>W 2 a, b, c, d, e, f; 4; 5; 10</p>
Characterization of Witches		<p>11. Examine how the witches are presented to the reader and the pivotal role they play in the play.</p>	<ul style="list-style-type: none"> • Students will list elements of characterization of the witches-physical appearance, way of speaking in paradox, prophecies they make. Are they truly evil? • Students will be able to make 	<ul style="list-style-type: none"> • Informal assessment in journal writing. • Written analysis of the witches and connections to themes. 	<p>RL. 7, 9, 10 RI 1, 2, 3, 4, 5, 6, 7, 10 W 2 a, b,</p>

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			<p>connections in the theme of “fate vs free” will and identify examples of how the witches’ behavior/language/prophecies align with this theme.</p> <ul style="list-style-type: none"> Supplementary article- “In Ghana, which is another word for victim”. Students will read and write a one page response and relate article to the play. 		c, d, e, f; 4; 5; 10
Lady Macbeth and Macbeth’s Character Development		<p>12. Analyze the characters of Macbeth and Lady Macbeth and the changes in these characters as the play progresses.</p> <p>13. Select appropriate electronic media for research and evaluate the quality of the information received.</p> <p>14. Speak for a variety of purposes-reporting on villain to class.</p>	<ul style="list-style-type: none"> Examine the characters through thoughts, actions, and speech of Lady Macbeth and Macbeth. Who is in charge? Who is at fault? How do they react to the murders? Are they evil? Supplement-The Search for Evil Research Project. With a partner, students will choose a representation of the force of evil from around the world and report back to the class on their villain. Was their villain good at one point in their life? 	<ul style="list-style-type: none"> Students will be formally assessed on their research project and presentation using a teacher created rubric. 	<p>RL 1, 2, 3, 6, 7, 10</p> <p>RI 1, 2, 3, 4, 5, 6, 7, 10</p> <p>W 6; 7; 10</p> <p>SL 2, 4, 5</p>
		<p>15. Analyze Banquo’s death and Fleance’s escape as the climax, or turning point, of the play.</p>	<ul style="list-style-type: none"> Read aloud Act III, scene 3 and explain why this scene is the play’s turning point (climax). Return to your diagram of the play as a pyramid. Fill in the events that make up the rising action and mark the play’s climax. 	<ul style="list-style-type: none"> Assessed according to graphic organizers. 	<p>RL 1, 2, 3, 6, 7, 10</p>
		<p>16. Review the play by identifying conflicts in Acts I-V.</p>	<ul style="list-style-type: none"> Look at the names of characters on the board: Macbeth, Lady Macbeth, Duncan, Banquo, and the 3 witches. State a conflict that each has. Cite the lines that show the conflict in each of the first three acts. What is the greatest conflict yet? 	<ul style="list-style-type: none"> Assessed according to class discussion (participation points) or written response. 	<p>RL 1, 2, 3, 4, 6, 10</p> <p>W 10</p>

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		<p>17. Recognize recurring patterns and devices in a Shakespearean play, citing textual evidence.</p>	<ul style="list-style-type: none"> ● As a concluding activity for <i>Macbeth</i>, work with a partner to find information about the following patterns Shakespeare often uses: <ul style="list-style-type: none"> - contrasting worlds - rise of one person at expense of another - disguises - supernatural - redemption - comic relief - parallel characters - imagery: water, blood, light/dark, weather - sanity/insanity 	<ul style="list-style-type: none"> ● Informal assessment in journal writing. 	<p>RL 1, 2, 3, 4, 6,10 W 10</p>
		<p>18. Analyze Macbeth as a tragic hero.</p>	<ul style="list-style-type: none"> ● Working in groups, brainstorm which actions, words, or opinions support Macbeth as a tragic hero using, these criteria: <ul style="list-style-type: none"> ○ a member of the power class by birth, conquest, or usurpation ○ a more fully realized human being than others; heightened power and destiny ○ character whose fate is product of what others do and what he/she chooses to do ○ strong individualism, extremism ○ representative of humankind in a universal sense ○ intelligence & sensitivity ○ learning through suffering ○ isolation ○ personal courage in acceptance of death of annihilation ○ elements of true goodness in his 	<ul style="list-style-type: none"> ● Students will be assessed on ability to work as a group and the examples they gather from the text. 	<p>RL 1, 2, 10 SL 1a, b, c, d; 3; 4; 6 9.1.12.A.1 9.1.12.C.5 9.1.12.F.2</p>

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			<p>character</p> <ul style="list-style-type: none"> • Designate one person as spokesperson for a full class discussion. How does Macbeth exemplify the struggle in all humans to choose good or evil? • Listeners, ask questions of group members. 		
		<p>19. Explore and reflect on ideas while hearing and focusing attentively.</p> <p>20. Engage in full writing process by writing daily and for sustained amounts of time.</p>	<ul style="list-style-type: none"> • Students will listen to Bob Marley’s song “Who the Cap Fit” and examine lyric sheet as well and relate through an essay response how the song represents the themes and plot of <i>Macbeth</i>. 	<ul style="list-style-type: none"> • Students will be informally assessed through journal writing. 	<p>W 4, 10 SL 2, 6</p>
		<p>21. Create a visual to represent the character Macbeth.</p>	<ul style="list-style-type: none"> • Students will design a coat of arms representing the character Macbeth 	<ul style="list-style-type: none"> • Students will be assessed on their art project (visual) using a teacher created rubric. 	<p>SL 2</p>
		<p>22. Compare and contrast the film and the play versions of <i>Macbeth</i>.</p>	<ul style="list-style-type: none"> • View several scenes from the Polanski version of <i>Macbeth</i> • Note similarities and differences in film and text. • Write about the way each scene is produced. Include: <ul style="list-style-type: none"> o use of light o special effects o costumes o mood of the actors o Which was better? Worse? Explain. 	<ul style="list-style-type: none"> • Students will be formally assessed on the structure/content of essay using holistic scoring rubric. 	<p>RL 7, 10 W 2 a, b, c, d, e, f; 4; 5; 10</p>
		<p>23. Essay based on nonfiction article; students make real life connections between themes of <i>Macbeth</i> and</p>	<ul style="list-style-type: none"> • For this essay, students will be analyzing a theme of Macbeth and comparing the play to a current events article. • First, find a current events article (from a newspaper, magazine, online article, 	<ul style="list-style-type: none"> • Essay based on non-fiction article; students will be graded on their essay as per rubric. 	<p>W 2 a, b, c, d, e, f; 4; 5; 10 RL.11-12.2</p>

		<p>current events.</p>	<p>etc.) that you can relate to one of the themes we have studies in Macbeth. Choose from the following themes:</p> <ul style="list-style-type: none"> ● False Appearances/Things are not what they seem (think politicians, celebrities, articles on people or situations in current news stories that appear to be one way but are really not as they seem). ● Blind Ambition/Greed/Power Hungry (look for an article in which someone acted in a way that was reckless/thoughtless just so he or she could get more; more power, more money, more fame, etc. Look for an article in which someone displayed blind ambition in the sense that he or she was doing more harm than good just so they could get ahead). ● Reversal of Gender Roles (suggestions: find an article having to do with women in power, feminism, or gender role reversal in the literal or figurative sense of the term). ● The Corruption of Power (find an article that relates to this role that deals with someone in a higher position of that normally demands respect, but it turned out this person abused his or her power, resulting in a corrupt leader). ● Fate vs. Free Will (find an article/story related to someone's fate or free will; might investigate medical issues vs religion; example: scientology dictates that people should not take medication, even if it's medication that could 		
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			<p>potentially be life-saving --- do these people believe in fate or free will?).</p> <ul style="list-style-type: none"> ● The Effect of Superstition on one's Behavior/Supernatural (find an article that discusses the effects of the supernatural or superstitions on one's behavior --- perhaps psychic scams, or one's superstitious beliefs inhibiting them from doing something). ● Your goal is to produce a 1.5 -2 page essay/paper that discusses the article and how it relates to one of the themes in Macbeth. Your format will include: <ul style="list-style-type: none"> ○ Introductory paragraph (one paragraph of 5-7 sentences). ○ Summary of article and its significance (1-2 paragraphs explaining the article and how the theme you chose to compare it to can be applied). ○ How the article relates to one of the themes of Macbeth (what are the similarities?) Use text evidence to back up your argument in comparing the article to Macbeth (take a few quotes from both the article and from Macbeth -- - use quotes that illuminate your theme). (2 paragraphs). ○ Closing paragraph. 		
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<p>Wuthering Heights</p>	<p>5-6 Weeks</p>	<p>1. Analyze the text of <i>Wuthering Heights</i> by responding to open-ended journal topics.</p>	<p>Possible journal topics:</p> <ul style="list-style-type: none"> ● What drives people to revenge? ● what types of conflict seem common to all human beings? ● Are people naturally good or evil? Explain. ● Which parent, Edgar or Catherine, does Cathy seem to resemble the most? Explain. ● Which do you think is more influential – a person's nature, or a person's environment? Explain. ● Were he to achieve it, do you think Heathcliff would be satisfied in finding revenge? Why /not? ● What questions in the story so far has Bronte left unanswered? ● In general, is your family easy to get along with? Explain, and compare to the characters of <i>Wuthering Heights</i>. ● Which is the strongest relationship out of all the character's we've read about so far? What makes it so strong? ● Do you predict the second generation of this book will be more or less volatile than the first? Explain. ● What types of disagreements cause conflict within personal relationships? 	<ul style="list-style-type: none"> ● Journal entries, assessed according to content. 	<p>RI.11-12.1, 2, 3, 4, 5, 6, 7, 10 SL.11-12.1 a, b, c, d; 2; 3; 4; 5; 6 9.1.12.C.5 9.1.12.B.1</p>
		<p>2. Formulate early opinions regarding the themes in <i>Wuthering Heights</i> by responding to anticipatory sets.</p>	<ul style="list-style-type: none"> ● Students will complete anticipatory sets focused on themes and ideas addressed in <i>Wuthering Heights</i>. ● Students will decide whether they agree or disagree with a provided list of 	<ul style="list-style-type: none"> ● Written responses to anticipatory sets of questions, assessed according to completion and justification provided. 	<p>SL 1 a, b, c, d; 3; 4; 6 9.1.12.C.5</p>

			<p>opinions based on their past experiences and observations.</p> <ul style="list-style-type: none"> • Students will play Four Corners, moving around the room according to their opinions. • Formulate groups based on chosen opinions and compile 3 main reasons justifying their opinions. • Engage in class-wide debate as time allows. • From this activity, students will be able to predict possible themes revealed through the topics of discussion. 		
		<p>3. Identify background information on <i>Wuthering Heights</i> and the identifying characteristics of the time period.</p>	<ul style="list-style-type: none"> • Students will read nonfiction background articles on <i>Wuthering Heights</i> and the time period. • Students will complete a mini research project on topics such as customs, dress, traditions and background. Students may utilize (but are not limited to) textbooks, library materials, and electronic resources. • Students will understand and apply text-specific vocabulary from the given selections. • Students will view and take notes on video clips of author's background, exploring childhood, education, family life, career and death. • Identify and explore genre of gothic romance. 	<ul style="list-style-type: none"> • Nonfiction assessment & group presentations assessed according to key. 	<p>RI 1, 2, 3, 7, 10</p>
		<p>4. Define and apply</p>	<ul style="list-style-type: none"> • Define a given list of vocabulary from 	<ul style="list-style-type: none"> • Vocabulary definitions and 	<p>W.11-12.4,</p>

		<p>vocabulary words and terms from <i>Wuthering Heights</i>.</p>	<p><i>Wuthering Heights</i> and write an original paragraph illustrating your understanding of the given terms.</p>	<p>writing assignment, assessed according to vocabulary incorporation.</p>	<p>5, 10 L.11-12.1 a,b; 2b; 3a, 4a, b, c, d; 6</p>
		<p>5. Complete a close reading of <i>Wuthering Heights</i>, annotate, analyze and provide textual evidence to back up claims to make text-to-text, text-to-world, and text-to-self connections.</p>	<p>Step 1: Analyzing the structure, diction and style of <i>Wuthering Heights</i> excerpts. Take notes (suggestions follow) on things that the author has chosen to include. If possible, make notes in the margin of the text. <i>(Choose at least 3)</i></p> <ul style="list-style-type: none"> ● Diction (the difference between “observe,” “notice,” “glance,” “spot,” etc.) ● Point of view (first person, second person, third person, subjective, objective, omniscient, past tense, present tense, future tense) ● Tone (the author’s attitude towards the subject or topic, revealed through the manner of writing – could be sarcastic, optimistic, panicked, despairing, etc.) ● Figures of speech / literary devices (simile, metaphor, alliteration, assonance, consonance, pun, apostrophe, hyperbole, aphorism, innuendo, irony, paradox, personification, synecdoche, imagery, symbolism, etc.) ● Speaker / voice (dig deeper than gender!) ● Target reader / audience ● Theme (both the topic and the author’s opinion about it) 	<ul style="list-style-type: none"> ● Close Reading Journal kept in students’ notebooks, assessed according to notebook rubric. 	<p>RL 1, 2, 3, 4, 5, 6, 9, 10</p>

			<ul style="list-style-type: none"> • Conflict (internal or external, where it begins, changes, resolves – for better or for worse) • Form (how presentation impacts or illuminates the content) • Title & textual mention • Patterns / repetition of anything <p>Step 2: Summarize briefly what happens in what it is that you're reading. (2-4 sentences)</p> <p>Step 3: Relate the passage to something bigger (the rest of the poem if it is a stanza, the rest of the novel if it is a chapter, the other texts we've read in this unit, anything else you've read that shares similar characteristics, a universal value or societal trend, etc.). (2-4 sentences)</p> <p>Step 4: Come up with three questions or comments related to the text. (3 sentences)</p>		
		6. Explore and apply poetic and literary devices from <i>Wuthering Heights</i> .	<ul style="list-style-type: none"> • Students will explore and work with poetic and literary devices from <i>Wuthering Heights</i>, including: <ul style="list-style-type: none"> ○ Personification ○ Simile / Metaphor ○ Symbolism ○ Paradox ○ Imagery ○ Allusion ○ Present Narrative ○ Past Narrative ○ Figurative Ideas 	<ul style="list-style-type: none"> • Various assignments, assessed according to rubrics. 	RL.11-12.6L.11-12.5
		7. Connect non-fiction texts	<ul style="list-style-type: none"> • Complete nonfiction assignment sheet 	<ul style="list-style-type: none"> • Response questions, 	RI.11-

		<p>to thematic elements present in <i>Wuthering Heights</i>.</p>	<p>after reading nonfiction article:</p> <ul style="list-style-type: none"> • “The Strange Science of Obsessive Love” • http://theweek.com/articles/653454/strange-science-obsessive-love <ol style="list-style-type: none"> 1. Factual Summary: Write a short summary of the piece you read. 2. Vocabulary: With which vocabulary in the piece did you encounter some degree of difficulty? What did you learn about these terms? 3. Interpretation: What was the main point the author wanted you to get from reading this work? 4. Criticism: With which points of the piece did you agree or find easy to accept? Why? With which points did you disagree or find difficult to believe? Why? 5. Personal Response: Put it all together and formulate an opinion. How does this article agree with your present points of view? How does this piece influence or inform new ideas? 	<p>assessed according to nonfiction assignment sheet.</p>	<p>12.1, W.11-12.9</p>
		<p>8. Analyze poem to determine themes, ideas and speaker, evaluate the author’s purpose and make connections to modern day society:</p> <p>“Your Love, My Obsession”</p>	<ul style="list-style-type: none"> • Look at the poem’s title for clues. What might this poem be about? • Read this poem straight through, without stopping to analyze it. Identify and explain the possible significance of an image or an emotional reaction. • Look for patterns: repetition, combinations of sounds, colors, scents, themes, ideas, placement of words in a 	<ul style="list-style-type: none"> • Poetry analysis assignment, assessed according to thoroughness of interpretation and reference to the text. 	<p>RL.11-12.7RL.11-12.10</p>

		<p>https://www.booksie.com/posting/yusufalam/your-love-my-obsession-217364</p>	<p>line, etc. Identify and give 2 examples each of at least two.</p> <ul style="list-style-type: none"> • Identify the speaker (dig deeper than gender! You cannot perceive the nature of a person just by his/her sex). Don't assume it is the poet or even the same gender as the poet. Test voices in the poem to see if the text supports different speakers. • Read the poem again. Identify 3 lines that are important to the overall understanding of the poem. Referencing the lines by number, explain in 4-5 sentences why they are significant. 		
		<p>9. Construct student family history according to family tree assignment.</p>	<ul style="list-style-type: none"> • Make a brief genealogical chart of three generations of our family. This chart should include: grandparents, parents, ourself and siblings. • Make a list of important details about your family to include in a brief history. • What did you leave out of your history? Why? What kind of information is difficult to explain to an outsider? • How does one's place in a family affect behavior in positive and negative ways? 	<ul style="list-style-type: none"> • Handout, assessed according to grading criteria. 	<p>SL11-12.2 SL11-12.5 RI.11-12.7</p>

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		10. Analyze the character of Heathcliff, defend or refute whether he can be classified as a Byronic Hero.	<ul style="list-style-type: none"> Show a video clip of a Byronic hero in action. Possibilities include James Dean in <i>Rebel Without a Cause</i>, Clark Gable in <i>Gone with the Wind</i>, or Humphrey Bogart in <i>Casablanca</i>. Explore why these types of characters are so appealing. Apply characteristics of the Byronic Hero to Heathcliff - is he a good fit? 	<ul style="list-style-type: none"> Written response, assessed according to handout criteria. 	RL.11-12.1 RL.11-12.3
		11. Create a <i>Wuthering Heights</i> relationship web.	<ul style="list-style-type: none"> Create a <i>Wuthering Heights</i> relationship web in which you indicate the feelings of the following characters for each other as of chapter 17: <ul style="list-style-type: none"> Heathcliff Edgar Isabella Catherine Nelly Lockwood Use different colors to designate friendly vs. hostile sentiments, and use a heart or other symbol to denote romantic interest. 	<ul style="list-style-type: none"> Graphic organizer assessed according to completion and substantiation. 	W.11-12.2 SL11-12.5
		12. Compose a "missing scene" in the style of Bronte.	<ul style="list-style-type: none"> Write what Bronte "meant to write." Write and unseen scene or part of the missing chapter. You may draw from one of these ideas: Heathcliff's view of Catherine's conversation with Nelly about her engagement to Edgar Part of the chapter detailing Heathcliff's adventures during his time away from <i>Wuthering Heights</i>. Joseph interacting with another 	<ul style="list-style-type: none"> Formal essay assessed according to rubric. 	W.11-12.1 W.11-1.2

			<ul style="list-style-type: none"> character using intelligible language. Mr. Earnshaw in Liverpool as he comes across the boy, Heathcliff. 		
		13. Analyze Kate Bush’s song “Wuthering Heights” and compare it to the novel, <i>Wuthering Heights</i> .	<ul style="list-style-type: none"> Listen to the song “Wuthering Heights” by Kate Bush. What is she saying about the romantic turmoil found in the novel? What conclusions is she drawing? Do you agree with them or not? Explain. 	<ul style="list-style-type: none"> Group work analysis assessed according to cooperation and complete group input. 	RI.11-12.7 SL.11-12.2 SL.11-12.5
		14. Compare text version of <i>Wuthering Heights</i> to corresponding movie version of the text, “Wuthering Heights.”	<ul style="list-style-type: none"> Critically compare the text version of <i>Wuthering Heights</i> to corresponding movie version of the text, “Wuthering Heights.” What problems might a screenwriter have in adapting this work to a movie format? Which scene(s) will be the most challenging for the director? Why? Whom would you select to play the major roles in a movie version of this work? Explain. What do the costumes reveal about the characters? What details help establish time and place? Were the characters in this video more believable and real than those in the book or not? Did they change as the story progressed or did they remain static? Was this true to the original story? Could you tell what the actors were thinking and feeling? How? 	<ul style="list-style-type: none"> Film critique and writing assignment, assessed according to key and rubric. 	RI.11-12.7 W.11-12.2 SL.1-12.5

			<ul style="list-style-type: none"> ● Which character differed most dramatically from the way you imagined them in the original work? Why do you think that character was changed in the movie version? ● Was the sequence of events any different in the movie and printed versions? Do you think the filmmaker's decisions were wise? ● How effectively did the makers of this film employ the author's symbols to convey theme? Were any symbols introduced? ● Evaluate the acting in the film. Decide which scenes were most effectively acted and why. Discuss your findings with the class. 		
		<p>15. Identify and explain the sets of pairs in <i>Wuthering Heights</i> to expand into a formal essay.</p>	<ul style="list-style-type: none"> ● Students will address the following sets of pairs in <i>Wuthering Heights</i> first in their notebooks and then for the purpose of engaging in sustained formal writing: <ul style="list-style-type: none"> ○ Catherine & Heathcliff ○ Catherine's warring sides (before and after her visit to the Grange) ○ Catherine & Young Catherine (Cathy) ○ Thrushcross Grange & Wuthering Heights ○ Nelly & Lockwood ○ Lintons & Earnshaws ○ Heathcliff's love for Catherine & Isabella 	<ul style="list-style-type: none"> ● Essay assessed based on formal writing rubric 	<p>W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5</p>

			<ul style="list-style-type: none"> ○ Hindley's & Edgar's reactions to their wives' deaths ○ Heathcliff's treatment of Hareton & Linton ○ Nelly's views on Hareton & Linton ○ Sibling rivalry between Hindley & Catherine ○ Sibling rivalry between Edgar & Isabella 		
		<p>16. Engage in timed class writing assignment.</p>	<ul style="list-style-type: none"> ● Students will engage in writing a post reading reflection on Wuthering Heights. Complete a 1-2 page reflection (typed) using the following as guiding points: ● What type of message did the book deliver? What knowledge did you gain that can be relatable to your own life? ● Has this book changed you in any way? If so, how? Give specific examples. ● If there was one thing you take away from this book, what would it be? ● If you had to describe this book to someone, what would you say? How would you convince them it's worth reading? 	<ul style="list-style-type: none"> ● Formal essay assessed based on rubric. 	<p>W.11-12.1 W.11-12.2 W.11-12.3</p>

Unit Six – What it Means to be Human

The Canterbury Tales

(3 weeks)

Summary of the Unit:

Students learn how the stereotypes and characterization of Chaucer's pilgrims reflect his views of religious corruption and social boundaries in the medieval period. They will consider how the themes reflected in the general Prologue carry over to the tales told by the pilgrims and whether the morals of the tales are universal and applicable to the modern world. Through reading Chaucer's *The Canterbury Tales* students will gain a better understanding of fourteenth-century English society. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal. Students will see how Chaucer uses the framing device as a structure for his tales. Students will get background information about Chaucer, his times and *The Canterbury Tales*. Students will compare and contrast medieval and modern ideas.

Essential Questions:

- In what ways are values and social structures revealed in societies?
- How do values affect the journeys people take?
- How do we tell the tales of our journeys?
- How do authors and artists reveal their attitudes toward their subject matter?
- What are the social structures and values of our society today?

A Child Called It

(4-5 weeks)

Summary of the Unit: Staying power and the unwillingness to give up are character traits that come in handy at various points in our lives. Lesson activities for *A Child Called It* can be an eye opener for students. Inner strength and courage, as they will discover, are not innate traits. They are learned over time. This engrossing story by Dave Pelzer focuses on his life from age four to twelve, he shares an unbelievable tragic story of physical and mental abuse inflicted by his mother. Child abuse & neglect are common in our society. What he remembers during this

span of time will dredge up myriad emotions from students as they experience sympathy and empathy for those in the story. The theme of “surviving against all odds” is prevalent; students will be able to explain the meaning of inner strength and evaluate events that affect a certain period in one’s life and how that knowledge can be used negatively or positively. The focus of this book is to allow students to realize that not all past experiences define who you are as a person and you have the power to change for the better at any given moment. Students will also identify the forms of abuse and acknowledge prevention methods and reporting procedures. Reading *A Child Called It* will allow students the opportunity to realize that there are people living lives that some couldn’t even begin to understand. *A Child Called It* is an example of quality storytelling that does the one thing that we need stories to do: it helps us take a walk in someone else’s shoes and expand our worldview. Reading this book will help students come to understand that there’s a world beyond what we are often exposed to. Students will also be able to make connections to real life examples of other social issues such as: drunk driving, teen pregnancy, domestic violence, poverty, homelessness, and more.

Through this unit, students will be able to:

- Contemplate the roles of children and adults in society.
- Understand how children develop and mature.
- Consider the complexity of controversial issues such as suicide and child abuse.
- Compose a persuasive paper.
- Present a persuasive argument.
- Identify the struggles and hardships of adolescent characters in the texts.
- Sympathize and/or empathize with the characters in the unit texts.
- Examine their own childhood struggles.
- Reflect on how perspective changed with maturation.
- Compare their childhood perspective of the world to their current perspective.
- Understand the cognitive development of children.
- Consider what capacities children have and how they differ from adults.
- Examine developmental delays and abnormalities.
- Consider how exceptionalities affect childhood perspectives.

Essential Questions:

- How are good child guidance skills essential in the prevention of child abuse and neglect?
- What constitutes child abuse and neglect?
- What role does a caregiver play in the life of a child? What responsibilities are part of that role? What roles and responsibilities should be fulfilled by caregivers?
- How can you as an individual and our society provide assistance and support for survivors of abuse?
- In what ways can an understanding of a child's developmental level help a child care provider assist in preventing abuse and neglect?
- To what degree are we defined by what happens to or around us?
- How can we learn "how to be human" when it comes to reading non-fiction text?
- What are the various types of family structures?
- How have families changed in comparison to families in previous generations?
- What are the various functions of the family?
- What are the many influences on today's families?
- What is child abuse and how can it be prevented?
- What are other social issues we face in the world today? How can these problems be prevented or helped?

The Bell Jar

(4-5 weeks)

Summary of the Unit: *Bell Jar* by Sylvia Plath is the story of a young college student who struggles with college life and her successes. It leads her to have a nervous breakdown. The novel is a journey through the mind of Esther Greenwood and her slow descent into madness. It is an intriguing look at how the mind works or in Esther case turns against her.

The reader is drawn into her breakdown with such intensity that her insanity becomes completely real and even rational, as probable and accessible an

experience as going to the movies. Such deep penetration into the dark and harrowing corners of the psyche is rare in any novel. It points to the fact

that *The Bell Jar* is a largely autobiographical work about Plath's own summer of 1953, when she was a guest editor at *Mademoiselle* and went through a breakdown. It reveals so much about the sources of Sylvia Plath's own tragedy that its publication was considered a landmark in literature. *The Bell Jar* was and still is hailed as a major work of feminist fiction, taking on the sexism, materialism, and complacency of American society. The question all people face is how to live a meaningful existence. For some, "meaningful" means being financially secure; for others, it means adhering to family traditions and values; for still others, it means making a difference in the world by daring to challenge the status quo or by working tenaciously within the system to enact change. For the existentialists, existence imposes the burden of freedom: people have the challenge of creating their own meaning, apart from meanings prescribed for them by community, family, or country.

Through this unit, students will be able to:

- demonstrate an understanding of the characteristics of the “Identity and Individualism” theme in each text and the ability to analyze thematic connections between multiple texts in various genres
- develop and strengthen clear and coherent writing throughout all of the stages of the writing process
- develop techniques for writing an analysis which argues or informs/explains and which uses textual support and a cohesive organization of ideas; within a close reading, identify key literary and rhetorical elements utilized by the author and apply them across multiple texts and genres. Demonstrate this understanding in writing and in verbal communication
- utilize technological resources and tools for a variety of purposes such as conducting research; creating original multimedia texts and presentations; and critiquing and analyzing various interpretations of required texts

ESSENTIAL QUESTIONS:

- What is a good life? What gives life meaning?
- What is existentialism? Is it an optimistic or pessimistic philosophy, or both?
- What does your generation see as its mission, and what do you see as yours?
- What are the ripple effects of choice?
- How can literature help the discovery of one’s self-identity?

- What is the reward for overcoming trials and tribulations?
- To what extent can we rely on ourselves?
- How do we as humans handle those who are different?
- Is “The Bell Jar” a novel? Why?
- Is Plath’s portrayal of mental illness convincing?
- How does our knowledge that the author eventually killed herself affect our reading of the book?
- What does the book tell us about the historical era in the USA and its dominant world view, values?
- How has access to language and education allowed women to articulate their discontent and challenge notions of patriarchy and femininity?
- How has “woman” as a social construct changed over time?
- How does class influence the lifestyle and expectations of a woman’s role?
- How do literature and media influence ideas of gender?
- What are the effects of alienation?
- How are those with mental illness treated in our society today?
- How can we learn “how to be human” when it comes to reading non-fiction text?

Flowers for Algernon

(5-6 weeks)

Summary of the Unit: In the story "Flowers for Algernon," the main character, Charlie Gordon, is a mentally disabled man who undergoes an experimental procedure to triple his intelligence. Scientists have previously tested the surgery only on lab mice. The mouse who has "stayed smart" the longest is named Algernon.

This story is the embodiment of the axiom that ignorance is bliss. Charlie leads the most enjoyable and entertaining life possible, save the fact that he wants intelligence. It is not until during the peak of the story that Charlie begins to recognize the evils of the world around him, and he again loses that ability. Charlie wanted to become smart so that he could have a lot of friends. However, when he becomes a genius, he finds that he is even more isolated from others than before he had the operation. Charlie’s lack of emotional maturity makes it difficult for him to understand or relate to others. Other people are frightened by Charlie’s sudden change, and have difficulty understanding him once he becomes a genius. This relates to twelfth grade students in a powerful way in that it suggests that the object of desire that would seemingly secure popularity (wealth, looks, intelligence, wit,

etc.) may not be as desirable or powerful as one would think.

Charlie's intelligence is artificial, and the idea that his intelligence should not have been tampered with in the first place comes up more than once in *Flowers for Algernon*. However, Charlie's temporary intelligence helps Charlie to come to terms with himself and his childhood, and Charlie struggles against the fact that he will soon lose his artificial intelligence and return to his former self. This is particularly powerful at a time when students are preparing for high school graduation, and offers an opportunity to reflect back on the past 13 years of public education they have experienced and to reflect on how it has changed them as individuals.

As Charlie's intelligence increases, he begins to notice how he and other mentally disabled people are treated by society. The way that they are made fun of and taken advantage of greatly disturbs Charlie. He wants the world to realize that mentally disabled people are human beings with their own thoughts and feelings. Once Charlie loses all of his intelligence, he realizes that it is easier to have friends and be happy if you let people laugh at you. The correlation here with modern-day bullying is as timely as it is striking to the modern reader. .

Essential Questions:

- What is intelligence?
- Does society properly provide for and integrate the mentally disabled?
- How does morality impact scientific inquiry and research?
- The question of identity surfaces in this work. Is Charlie, after the operation, the same person he was before the operation? Charlie feels a sense of disconnect with his past—to what degree does our past define us as human beings?
- What does Charlie come to learn about the gifts of superior intelligence?
- What trade-offs are involved as Charlie develops his genius... and, again, as he begins to revert to his previous state?
- While reading, did you find the misspellings and grammatical errors of Charlie's early progress reports irritating and distracting? Did it get in the way of the story for you? Or did you find the style authentic in a way that enhanced Keyes's storytelling?
- What types of multiple intelligences are underappreciated by our modern-day society?

TOPIC/ SELECTION	TIME	OBJECTIVE	INSTRUCTIONAL STRATEGIES & ACTIVITIES	BENCHMARK/ ASSESSMENT	NJSLS
Introduction to Unit; Essential Questions	1-2 Days	1. Explore what it means to be human.	<ul style="list-style-type: none"> In discussion and/or writing, students will explore what it means to be human. What do all people experience at one time or another regardless of age, race, culture, etc. ? Discussion topics may include: love, loss, fear, greed, ambition, the public self vs. the private self, religion/spirituality, dynamics of conversation, relationships with others, etc. Students will work together to identify and explain "universal human experiences." Students will work in groups to align archetypal concepts. Teacher will explain that the works in this theme will explore many of these topics in from a variety of perspectives and time periods. 	<ul style="list-style-type: none"> Students will be informally assessed on participation in discussion/writing. 	W.2a,b,c,d, e,f; 4; 5; 10 SL 1 a, b, c, d; 3; 6
Canterbury Tales "Prologue"	2 Weeks	2. Define and apply vocabulary from given sections.	<ul style="list-style-type: none"> Define given list of vocabulary and write an original paragraph illustrating your understanding of the given terms. 	<ul style="list-style-type: none"> Vocabulary definitions and writing assignment, assessed according to vocabulary incorporation. 	W 10 LI 1b; 3a; 4a, b, c, d; 5b; 6
		3. Discuss Chaucer's possible motivations and political implications of <i>The Canterbury Tales</i> . Reflect on Chaucer's writing style, his use of characterization and his ability to deliver a message through his characters.	<ul style="list-style-type: none"> Students will read the author's background and outline reasons why Chaucer may have written "The Canterbury Tales." Short biography of Chaucer's life to be viewing and students will complete accompanying key questions to be answered while viewing. 	<ul style="list-style-type: none"> Note Outlines and guiding questions to be assessed; class discussion to be facilitated and assessed throughout the duration of the lesson. 	RL.11-12.2 RI.11-12.6

		4. Respond to the selections by reflecting through journal writing.	<p>Possible journal topics:</p> <ul style="list-style-type: none"> • In a time of war, what advantages would there be to attack over water? • For what different reasons might pilgrims go to Canterbury? • What kinds of things should people who work for any church be doing? • Why do you think clothing had a higher value during the middle ages? • Summarize Chaucer’s opinion of the church during his time period. • How might greed come back to haunt a person? 	<ul style="list-style-type: none"> • Journal entries, assessed according to content. 	W 4, 5, 10
		5. Build cultural understanding prior to reading the selection.	<ul style="list-style-type: none"> • After reading medieval background translate Middle English. Listen to reading of Middle English while covering up Modern English translation. Record what is understood in notebook, and discuss with class. • Working independently or in groups, observe sample from Bayeux Tapestry and list observations of Norman French culture. 	<ul style="list-style-type: none"> • Class discussion and pictorial images, assessed according to depth of observations. 	RI 1, 4, 7, 10
During Reading		6. Chart details for each pilgrim in the story.	<ul style="list-style-type: none"> • Fill in charts for each pilgrim, including appearance, profession, and apparent 	<ul style="list-style-type: none"> • Guided reading and graph, assessed 	RL 1, 2, 4, 6, 10

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			reason for making pilgrimage to Canterbury.	according to key.	
		7. Interpret author's tone; Use of language, irony, and characterization to convey political and social views of the time period.	<ul style="list-style-type: none"> Meet in groups to discuss Chaucer's attitude towards: Knight, Squire, Wife of Bath, and Pardoner. Mini lesson on tone and the use of language (irony/characterization); groups will then identify and explain examples in the t. 	<ul style="list-style-type: none"> Class discussion, according to participation. Group work: identifying and explaining examples of specific language and literary elements used in the text. 	SL 1 a, b, c, d; 3; 4; 6
		8. Develop an awareness of the social positions of medieval women.	<ul style="list-style-type: none"> Compare Chaucer's Wife of Bath to Margery Kempe. Summarize the hardships faced by both and explain how the two are similar. 	<ul style="list-style-type: none"> Inquiry and research and writing assignment, assessed according to rubric. 	W 2a, b, c, d, e, f; 4; 5; 10
		9. Research a group of Chaucer's pilgrims and present findings to the class.	<ul style="list-style-type: none"> Use library resources to research in-depth info pertaining to a group of pilgrims, including profession, social status, and public regard. Present findings to the class utilizing some visual means of representing each pilgrim. 	<ul style="list-style-type: none"> Inquiry and research and group presentation, assessed according to rubric. 	W 7, 8 SL 1 a, b, c, d; 3; 4; 6 9.1.12.A.1 9.12.1.B.1
		10. Construct a dialogue among Chaucer's pilgrims.	<ul style="list-style-type: none"> Choose 2 or 3 of Chaucer's pilgrims, and construct a 20-turn dialogue in which each character speaks at least 5 times. Be sure to write dialogue that reveals character motives, values, ethics, personality or vices. 	<ul style="list-style-type: none"> Creative writing assignment, assessed according to rubric. 	W 3 a, b, c, d, e; 4; 5; 10 LI 1a; 2b
		11. Practice identifying "7 Deadly Sins" in characters of Chaucer's pilgrims; identify and apply methods of characterization for each pilgrim.	<ul style="list-style-type: none"> List, for each sin, the pilgrims Chaucer suggests are guilty. Mini lesson on characterization and how this literary technique can be used to discover more about each character. 	<ul style="list-style-type: none"> Graph and guided reading, assessed according to reference to text. Characterization charts/graphic organizers. 	RL 1, 2, 4, 6, 10
Post-Reading		12. Personally connect to text by responding to a timed writing prompt.	<ul style="list-style-type: none"> Respond to the following (15 min): Imagine that you are on this pilgrimage. Which of these pilgrims would you want to know better? Which would you avoid? Why? 	<ul style="list-style-type: none"> Writing assignment, assessed according to rubric. 	W 10

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<p>“Pardoner’s Prologue and Tale”</p>	<p>2-3 days</p>	<p>13. Draw conclusions about the Pardoner’s character.</p>	<ul style="list-style-type: none"> • Meet in groups to discuss one of the following questions and present findings to the class: • Are the Pardoner’s relics genuine, or not? How do you know this? • In what way is the Pardoner a hypocrite? • Why, after telling the other pilgrims his tale, does the Pardoner try to sell them relics? • What is Chaucer’s opinion of the Pardoner? How do you know this? <p>“The Pardoner’s Tale” has been called one of the greatest short stories ever written. Explain why you agree or disagree with this assessment.</p>	<ul style="list-style-type: none"> • Class discussion and debate, assessed according to participation. 	<p>RL 1, 2, 4, 6, 10 SL 1 a, b, c, d; 3; 4; 6 9.1.12.A.1</p>
		<p>14. Draw conclusions about the Pardoner’s character.</p>	<ul style="list-style-type: none"> • “The Pardoner’s Tale” has been called one of the greatest short stories ever written. Explain why you agree or disagree with this assessment. 	<ul style="list-style-type: none"> • Writing assignment, assessed according to rubric. 	<p>W 1 a, b, c, d, e; 4; 5; 10</p>
		<p>15. Debate degree of responsibility in “The Pardoner’s Tale.” 16. Respond to debate findings in the form of a well-developed essay.</p>	<ul style="list-style-type: none"> • Divide into 2 teams and debate either that 1). The Old man is most responsible for the death of the 3 rioters, or 2). The rioters, consumed in greed, are most responsible for their own deaths. • Listeners, ask questions of debaters. • Students will conclude by writing an essay on who is at fault, supported with facts from the debate and the text (see handout). 	<ul style="list-style-type: none"> • Class discussion and debate, assessed according to participation. 	<p>SL 1 a, b, c, d; 3; 4; 6 9.1.12.C.5</p>
<p>A Child Called “It” Pre-Reading</p>	<p>4-5 weeks 2-3</p>	<p>1. Introduction to unit; Overview of author and themes to be revealed in the book via anticipatory set. 2. Students will define key vocabulary words within</p>	<ul style="list-style-type: none"> • Students will be introduced to unit via anticipatory set of statements; through these questions/statements, students will provide a written response and begin to reveal themes that are associated with the book. • Students watch two clips featuring David Pelzer and his background students provide 	<ul style="list-style-type: none"> • Class discussion of and opportunity to examine/consider ideas from different perspectives. • Written responses to anticipatory statements. 	<p>SL 1 a, b, c, d; 3; 4; 6 9.1.12.C.5 W 1 a, b, c, d, e; 4; 5; 10</p>

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	days	the text and use correctly within their own vernacular.	<p>a written response to both videos:</p> <ul style="list-style-type: none"> • Interview with David Pelzer (2 minutes) https://www.youtube.com/watch?v=x9rIPeZqLjsDavid Pelzer • Interview w/ Larry King (watch first 6 minutes) https://www.youtube.com/watch?v=RnSntzvGtel • Students will be provided with key vocabulary terms from the text and be able to define and use in sentences/short paragraph. 	<ul style="list-style-type: none"> • Written responses to video clips. • Vocabulary definitions and sentences using correct grammar and usage of terms. 	LI 1b; 3a; 4a, b, c, d; 5b; 6
During Reading Reflections/ Journal Topics	2.5 weeks	3. Analyze the text by responding to open-ended journal topics.	<ul style="list-style-type: none"> • Students are to respond thoughtfully to the following possible journal topics throughout the duration of reading: • How are good child guidance skills essential in the prevention of child abuse and neglect? • What constitutes child abuse and neglect? • What role does a caregiver play in the life of a child? What responsibilities are part of that role? What roles and responsibilities should be fulfilled by caregivers? • How can you as an individual and our society provide assistance and support for survivors of abuse? • In what ways can an understanding of a child's developmental level help a child care provider assist in preventing abuse and neglect? • To what degree are we defined by what happens to or around us? • How can we learn "how to be human" when it comes to reading non-fiction text? • What are the various types of family structures? • How have families changed in comparison to families in previous generations? • What are the various functions of the family? • What are the many influences on today's families? • What is child abuse and how can it be prevented? 	<ul style="list-style-type: none"> • Students will be assessed on their writing of and completion of various Do Now questions and journal topic responses on a weekly basis. 	W 4; 10 L.11-12.6

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			<ul style="list-style-type: none"> • What are other social issues we face in the world today? How can these problems be prevented or helped? 		
Study Guide and Chapter Reflections		<p>4. Guiding/Comprehension questions and writing reflections for each chapter.</p> <p>5. Engage in full writing process by writing daily and for sustained amounts of time.</p>	<ul style="list-style-type: none"> • Students will be provided with one set of guiding questions and one reflection sheet for each chapter; to be completed during reading and by the end of each chapter. 	<ul style="list-style-type: none"> • Students will be assessed via study guides and reflection sheets that will be collected and reviewed at the end of each chapter. 	W 4; 10 L.11-12.6
Tone		<p>6. Identify, analyze and explain the tone of the story and discuss how it will affect the reader throughout the book.</p>	<ul style="list-style-type: none"> • Students will read chapters 1&2 and identify/describe the tone of the book so far. • While reading, students will identify, examine and record quotes that illuminate the tone. • Why does Pelzer choose to begin the book with the end of his story? How does this add a sense of reassurance to the reader? How can that be connected to one of the themes of the story? 	<ul style="list-style-type: none"> • Classroom discussion and written responses to questions posed. 	W 1 a, b, c, d, e; 4; 5; 10 RL 1, 2, 3, 4, 5, 6, 7, 10 W 10 SL 1 a, b, c, d; 3; 4; 6 L.11-12.3, a L.11-12.4.a
Compare and Contrast		<p>7. Engage in a group discussion and personal free write assignment while making connections to the text.</p>	<ul style="list-style-type: none"> • In groups, students will be provided with various topics having to do with their childhood and adulthood. They are to review and discuss each topic and offer an explanation as to how they felt about this topic when they were children vs now, as young adults. Topic examples include: <ul style="list-style-type: none"> • Politics • School 	<ul style="list-style-type: none"> • Students assessed on engagement in activity and effort put into written response at the end of the activity. 	RL 1, 2, 4, 6, 10 SL 1 a, b, c, d; 3; 4; 6 9.1.12.A.1

			<ul style="list-style-type: none"> • Parents • Toys • Cartoons • Money • Your future • Having a boyfriend/girlfriend • Activities with friends • Groups will share out their thoughts and responses at the end of the activity. • Respond to the following as a quick write, exit slip, or free write: How does time and maturation change one's perspective through life? How was this the case with Pelzer? How can "letting go of the past" sometimes prove to be beneficial to one's ability to grow and learn? 		
<p>Characterization and Perspective</p>		<p>8. Analysis of characters via characterization and perspective: utilize STEAL method of characterization: focus on Mother.</p>	<ul style="list-style-type: none"> • Review the STEAL (Speech, Thoughts, Effect on Others, Actions, Looks) method of characterization while taking brief notes; review handout. • Chapter 2: Discuss Dave's description of his mother's erratic behavior as being a sickness. Ask the students what they think the sickness consists of and how it will progress. Group Activity: Have each group write what they think will be the next step in Dave's mother's illness and what affect it will have on Dave. • Close read/annotate excerpts from chapters 4-6 while paying close attention to the character of Mother. • Using the STEAL method of characterization, students will identify and analyze text evidence from the book that could be used to characterize Mother. 	<ul style="list-style-type: none"> • Students will take notes and complete graphic organizer on the STEAL method of characterization. • Written character analysis. • Free Response writing. • Students will be assessed on the three aforementioned assignments. 	<p>RL. 7, 9, 10 RI 1, 2, 3, 4, 5, 6, 7, 10 W 2 a, b, c, d, e, f; 4; 5; 10</p>

			<ul style="list-style-type: none"> • Based upon the evidence gathered, write a 3 paragraph character analysis of Mother that includes direct quotes and evaluation of her character as per characterization charts. • Respond to a free-write in which you offer a possible explanation as to why a mother would behave this way and commit these atrocities to her own child. Is there any possible justification to Mother's actions? What would you had done to intervene? Does Pelzer offer any reasoning behind his mother's actions? 		
		<p>9. Produce persuasive and creative pieces of writing in the form of letters.</p>	<ul style="list-style-type: none"> • Close read and discuss the final chapter of the book (CH 7) while referring to study guides; Dave is now entering fifth grade and loses all faith. He believes there is no hope. The objective of this lesson is to understand how Dave is giving up. He has suffered so much that the faith that carried him through all these years is disappearing. • After discussion of chapter, students will list some reasons why Dave should not give up hope and discuss as a group. • Write a persuasive letter to Dave: write from the perspective of a friend, a concerned parent or authoritative figure or take on the character of Dave, from his future self. Persuade Dave not to lose hope while citing quotes from the text. Offer Dave advice and alternatives and use examples to emphasize points. 	<ul style="list-style-type: none"> • Students assessed via persuasive letter writing based on teacher made rubric. 	<p>RI.11-12.6 SL.11-12.1 W.11-12.1.a W.11-12.1.b; c; e; f W.11-12.3; 3a W.11-12.4 W.11-12.5</p>

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Themes	1-2 days	10. Identify and explain the various themes associated with the book and how they can relate to real life.	<ul style="list-style-type: none"> ● Through class discussion and text support, students will begin to brainstorm lists of themes associated with the text. ● Once themes are established and discussed, students will work in groups to close read the text and identify/examine quotes that illuminate the following themes: <ul style="list-style-type: none"> ○ How is the theory of nature vs. nurture illustrated ○ The effects of mental and physical abuse ○ The role of the adult vs the role of the child ○ The effects of abandonment vs. the ability to become self-sufficient ○ One's ability to overcome and learn from life struggle and become a "survivor" 	<ul style="list-style-type: none"> ● Students assessed via text to text connection in identifying and explaining the quotes associated with the themes of the book. 	RL.11-12.2 W 1 a, b, c, d, e; 4; 5; 10
Non-Fiction Article and Informative Writing	3 days	<p>11. Essay based non-fiction article; students make real life connections between themes of <i>A Child Called "It"</i> and current events.</p> <p>12. Read and annotate sample article about a survivor and answer the guiding questions.</p> <p>13. Students will research their own article and write an informative essay; students will select appropriate media/sources for their research and evaluate the quality</p>	<ul style="list-style-type: none"> ● Read and discuss a sample article about another real life example of someone who "survived the impossible"; students will highlight/annotate the key factors in the article. ● Using chromebooks, students will research their own articles to use for a comparative essay. ● Assign the class to write an essay about Dave's survival skills and will to live. Have them find another survival story from the newspaper, a magazine, or online depicting a survivor's will to live and what he or she does to survive. Compare Dave with the survivor from the research. How do these stories promote inspiration? 	<ul style="list-style-type: none"> ● Essay based on non-fiction article; students will be graded on their essay as per rubric ● Essay/paper must be typed in 12 pt. font and double spaced with 1" margins. Include your printed article with your constructed essay response. 	RI.11-12.10a W 2 a, b, c, d, e, f; 4; 5; 10a;b

		of the information.			
Epilogue	1 day	14. Determine the author's purpose via analysis of the book's epilogue.	<ul style="list-style-type: none"> Assign the students to write a short response/analysis about the piece of driftwood that Dave is watching as it washes ashore. Explain why Dave believes the driftwood is similar to his life. Use examples from the book. Dave believes his abuse has given him the gift of appreciation for things other people take for granted. The objective of this lesson is to look at how different people view the world around them. Divide the class into groups and have them discuss Dave's statement that the abuse he experienced is actually a gift because he appreciates the little things in life. Have the groups write the things they think Dave appreciates that other people would only take for granted. Discuss why the students think Dave returns to the Russian River with his son. Discuss Dave's internal conflict about his past and the life he lives now. How does visiting the Russian River help Dave to deal with his past? Free Response Writing: Dave's final statement in the book is: "I'm free." Have the students write an essay why they believe Dave is free. Include his emotional state, what he has done with his life, and his hopes for the future. 	<ul style="list-style-type: none"> Written responses to text and group engagement. 	<p>RI.11-12.10a W 2 a, b, c, d, e, f; 4; 5; 10a;b SL 1 a, b, c, d; 3; 4; 6 9.1.12.A.1</p>

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<p>Real Life Connections</p>	<p>2 days</p>	<p>15. Abuse preventative measures and help.</p>	<ul style="list-style-type: none"> • Students will view and take notes on brief presentation about child abuse in the world. Possible guest speaker opportunity here. • Create pamphlets that describe how to recognize the signs of abuse. Include the phone number and email of the nearest abuse help organization in the area. Distribute the pamphlets to local libraries, convenience stores, churches, and schools to educate the community on how to recognize child abuse and what to do about it. 	<ul style="list-style-type: none"> • Students will be assessed based on rubric for pamphlet. 	<p>RL 1, 2, 4, 6, 10 SL 1 a, b, c, d; 3; 4; 6 9.1.12.A.1</p>
<p>Post Reading</p>	<p>1 week</p>	<p>16. Social Issues Research Group Project. 17. Students will select appropriate media/ sources for their research and evaluate the quality of the information received.</p>	<ul style="list-style-type: none"> • Work in groups to research a social issue that we face in today's world. Students will work collaboratively to research their chosen topic and produce a well-organized presentation (via Prezi, Slides, Power Point, etc.) on the topic as well as a possible solution to the problem • Students need to engage in problem solving skills to offer insight to the following possible research topics: <ul style="list-style-type: none"> • How can social media bullying be prevented? • What is the best way to help someone who is depressed? • What can be done to make sure that people today actually know how to have "real" relationships? • How can we get away from stereotypes and racism? What steps can we take as individuals and as a society? • How can we learn to understand people who are different from us culturally, racially, or socioeconomically? • How do we solve poverty? 	<ul style="list-style-type: none"> • Students will be assessed on ability to work as a group and the research they produce in the form of a presentation. • Students collaboration and engagement in working together to problem solve. • Presentations will be assessed as per teacher made rubric. 	<p>RL 1, 2, 4, 6, 10 SL 1 a, b, c, d; 3; 4; 6 9.1.12.A.1</p>

			<ul style="list-style-type: none"> • How can we help homeless people in our community? • How can we prevent students from dropping out of high school? • How can teenagers be convinced to drive more safely? • What is the best way to help people who are victims of family violence? • Should parents be held responsible for the obesity of their children? What should be done to help families with obese children? • How can parents help their children have a positive body image and avoid eating disorders? • What can be done about parents who push too hard for their children to achieve in sports, academics, fine arts, or another area? • What is the best way for parents to discipline their children? • What is the best way for students to be trained to be good drivers? Should there be any changes to the current laws of your state? How should we encourage people to be better drivers? • What is the best way to prevent DUI and deaths due to drunk driving? 		
<p>Persuasive Essay</p>		<p>18. Independent Persuasive Essay: Based on their group projects, students will be required to write independent persuasive essays.</p>	<ul style="list-style-type: none"> • The goal of writing the persuasive essay is to persuade or convince the reader to believe something. Students will do this through the use of logical arguments and emotional appeals while using research to back up their claims. • Students will review notes on and identify examples of Pathos, Ethos, Logos; students will also practice using this method in their 	<ul style="list-style-type: none"> • Students will be assessed as per persuasive writing rubric. 	<p>RI.11-12.6 SL.11-12.1 W.11-12.1.a W.11-12.1.b; c; e; f W.11-12.3; 3a</p>

			<p>writing. Students will work in pairs and be provided with sample persuasive essay and close read to identify the author’s use of Pathos, Ethos, Logos to persuade the reader. Students will identify, label, and explain the examples while evaluating the effectiveness of the examples.</p> <ul style="list-style-type: none"> • Based upon their research of various social issues we face in the world today, students will now write a 5 paragraph persuasive essay on a chosen topic. Students will be provided with information on the persuasive writing process including: <ul style="list-style-type: none"> • Prewriting & Outline • Drafting • Peer Editing • Revising • Final Drafts with Works Cited Page • Students must include at least two reputable sources to incorporate into their writing students must include an introduction, examples, conclusion and a call to action. 		<p>W.11-12.4 W.11-12.5</p>
	1 day	19. Engage in timed class writing assignment: Final reflection writing.	<ul style="list-style-type: none"> • Students will engage in writing a post reading reflection on <i>A Child Called "It."</i> Students will spend one class period to complete a 1-2 page reflection (typed) while using the following as guiding points: <ul style="list-style-type: none"> • What type of message did the book deliver? What knowledge did you gain that can be relatable to your own life? • Has this book changed you in any way? If so, how? Give specific examples. • If there was one thing you take away from this book, what would it be? • If you had to describe this book to someone, 	<ul style="list-style-type: none"> • Students will be assessed as per writing rubric and usage of vocabulary words. 	<p>RL.11-12.1, 2, 3, 9, 10 W.11-12.2 a, b, c, d, e, f; 4; 5; 10</p>

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			<p>what would you say? How would you convince them it's worth reading?</p> <ul style="list-style-type: none"> Students will also utilize any 10 vocabulary words in their writing. 		
The Bell Jar Pre-Reading	4-5 weeks	<ol style="list-style-type: none"> Introduction to unit; Overview of author and themes to be revealed in the book via anticipatory set. Students will define key vocabulary words within the text and use correctly within their own vernacular. Students will begin to explore the historical context of the novel. Students will begin to understand the plot and characters of the story. 	<ul style="list-style-type: none"> Students will be introduced to unit via anticipatory set of statements; through these questions/statements, students will provide a written response and begin to reveal themes that are associated with the book and "debate" their responses while keeping an open mind to the perspectives of others. Provide students with reviews of the novel and ask that they make predictions on what to expect from reading the reviews. Students will begin to predict themes of the novel via anticipatory set. Students watch video clips on the biography of Sylvia Plath and her background and provide a written response to both videos: https://www.youtube.com/watch?v=wmamNSa3sP8 Students will be provided with key vocabulary terms from the text and be able to define and use in sentences/short paragraph. Review brief presentation on the overview of the plot as well as characters. Students will make predictions about the characters based on information provided. 	<ul style="list-style-type: none"> Written responses to anticipatory set of statements. Video clip viewing guides and pre-fabricated questions will be assessed. Students will make educated predictions based off the preliminary information provided. 	<p>RI.11-12.10a, b RL.11-12.2 SL.11-12.1 SL.11-12.1.b, c, d L.11-12.3, a L.11-12.4, a, c, d</p>

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<p>During Reading</p>		<p>5. Close read, annotate, analyze and provide text evidence to back up claims to make text to text, text to world, and text to self connections. (Students will be provided with study guides for each chapter).</p>	<ul style="list-style-type: none"> Throughout duration of reading, students will close read and annotate excerpts, analyze literary devices, language, and author's purpose, while using text evidence to support their ideas. Students will complete study guides in accordance with each chapter. 	<ul style="list-style-type: none"> Students will be assessed on their ability to make connections (as per written assignments, exit slips, do now exercises) and completion of chapter study guides. 	<p>RL.11-12.1, 2, 3, 4, 5, 6, 7, 8,9 RL.11-12.10a, b RI.11-12.1 W.11-12.1, b L.11-12.3, a L.11-12.4, a, c, d</p>
<p>Characterization (Direct and Indirect using the STEAL method)</p>		<p>6. Students will analyze the characters in the novel and be able to use characterization to build their analyses and explain how supporting characters aid in the development of the main character.</p>	<ul style="list-style-type: none"> CH 1: Minor characters have a major influence on the development of this novel. The objective of this lesson is to describe and discuss the role that Doreen and the other girls at the Amazon and Lenny and Frankie play in the story. <ol style="list-style-type: none"> Divide students into small groups. Assign each group one or more of the minor characters introduced in this chapter (Doreen, Betsy, Jay Cee (indirectly introduced), Lenny and Frankie). Ask each group to describe the scenes involving these characters and to create a list of character traits for the character(s) based on this chapter. Then ask them to analyze how each character interacts with Esther. Have each group share their "findings" aloud with the rest of the class. Create a Venn diagram comparing and 	<ul style="list-style-type: none"> Students will be assessed on collaborative techniques and class discussion contributions and creation of Venn diagram. Students will also be assessed on their use of the STEAL method of characterization to analyze the characters. A final written character analysis based on their charts and use of text evidence will be assessed. 	<p>RL.11-12.1, 2, 3, 4, 5, 6 RL.11-12.10a W.11-12.1a, b, c, d, e W.11-12.2</p>

			<p>contrasting two of the minor characters introduced in this chapter.</p> <ul style="list-style-type: none"> ● CH 5: In this chapter, the narrator begins developing the character of Buddy Willard. The objective of this lesson is to describe and analyze Plath's characterization of Buddy Willard. <ol style="list-style-type: none"> 1. Review an author's methods for direct and indirect characterization. 2. Divide students into small groups. Have each group create character maps of Buddy. Ask them to identify his character traits and the evidence from the novel that allows them to discover these traits. Ask each group share their maps with the rest of the class. 3. Class discussion: How does the novel's point of view affect our view of Buddy Willard? Is he a sympathetic character? Would he be more or less sympathetic if another character was telling the story? Why? 4. Write a letter to your teacher about your opinion of Buddy based on information in the novel thus far. Do you like or dislike him? Why? 		
<p>Symbolism</p>		<p>7. Students will be able to identify, analyze, and explain the use of symbolism in the novel.</p> <p>Part 1: Chapter 2: describe and analyze the symbolism in the decor of Lenny's apartment.</p> <p>Part 2: Chapter 13:</p>	<ul style="list-style-type: none"> ● Throughout The Bell Jar, Sylvia Plath uses symbolism to enhance the reader's understanding of Esther's progression. The objective of this lesson is to describe and analyze the symbolism in the decor of Lenny's apartment. ● PART 1 (CH 2): <ol style="list-style-type: none"> 1. Ask students to list all of the items they associate with the West and cowboy/ranch life (If students have no prior knowledge of this topic bring in video clips, books and/or 	<ul style="list-style-type: none"> ● In this non-consecutive two part assignment, students will be assessed according to the following criteria: ● Class discussions to demonstrate knowledge of how and why symbolism is used in the novel. ● Exit slips. 	<p>RL.11-12.1, 2, 3, 4 RL.11-12.6 W.11-12.1 L.11-12.5.a, b</p>

		<p>describe and analyze the symbolism of water in this and previous chapters.</p> <p>Part 3: Chapter 20: describe and analyze the symbolism of the bell jar in this and previous chapters.</p>	<p>magazines for them to look at).</p> <ol style="list-style-type: none"> 2. Class discussion: (You may want to pose these questions to students and ask them to informally write down ideas before engaging in class discussion to ensure that all have the opportunity to think through the questions before sharing) What sorts of traits do you associate with the West and ranches? How would you characterize someone living in this type of environment? 3. Class discussion: Examine Esther's description of Lenny's apartment and analyze the significance of its decor. What does it say about Lenny? How does it fit into the larger context of NYC? How does his apartment reflect the way he interacts with Doreen? <ul style="list-style-type: none"> ● PART 2 (CH 13): <ol style="list-style-type: none"> 1. Class discussion: (You may want to pose these questions to students and ask them to informally write down ideas before engaging in class discussion to ensure that all have the opportunity to think through the questions before sharing) What are the uses that people have for water? What does water represent to different people? 2. Review the narrator's experiences with water in this chapter and previous chapters (for instance, her bath in Ch. 2). 3. Class discussion: Based on these scenes, what does water represent in Esther's life? What power does it have? How could Esther use water to help or hinder her psychological development? 4. Write a poem about water using strong symbolism. 	<ul style="list-style-type: none"> ● Ability to provide appropriate text evidence to support views. ● Original creative poem that incorporates the use of symbolism assessed as per rubric. 	
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			<ul style="list-style-type: none"> ● PART 3 (CH 20): <ol style="list-style-type: none"> 1. Explain what a bell jar is to students and what it is used for. You may want to bring in an example. 2. Review the sections of the book where Esther likens her life to being in a bell jar. 3. Class discussion: What does the bell jar represent in Esther's life? Why do you think Plath used this symbol? How would the narrative be different if she used a different symbol? Do you think Esther will ever return to the bell jar? Why or why not? 		
<p>Literary Analysis Feminist Perspective</p>		<p>8. Students will be able to examine the text from a feminist perspective.</p> <p>Part 1: Examine the author's commentary on society's treatment of women as it relates to childbirth and sexuality.</p> <p>Part 2: examine the author's commentary on society's treatment of women as it relates to marriage.</p>	<ul style="list-style-type: none"> ● Students will be able to analyze the novel from a feminist perspective: ● PART 1: <ol style="list-style-type: none"> 1. Provide background on feminism. What is it? How did it develop in the US? 2. Class discussion: How does Esther react to childbirth? How does Buddy react? How does Esther react to Buddy's sexual overtures and experience? What do her reactions say about her as a character? 3. Write a short essay critiquing Esther's feminist views of childbirth and sexuality. Do you agree or disagree with her views? Why? ● PART 2: <ol style="list-style-type: none"> 1. Review previous class discussions about the feminist aspects of this novel 2. Find and read feminist article(s) about marriage and discuss their arguments. Reading Suggestions: <ul style="list-style-type: none"> ● "How to be a Good Housewife," excerpt from a 1950s American High School Home Economics textbook ● "The Story of an Hour" by Kate Chopin 	<ul style="list-style-type: none"> ● In this two part assignment, students will be assessed according to the following criteria: ● Class discussions and completion of graphic organizers to demonstrate knowledge of how to examine and analyze a piece of literature from different perspectives. ● Exit slips to assess responses to essential questions of the topic. ● Ability to provide appropriate text evidence to support views. ● Short essay assessed as per teacher-made rubric. 	<p>RL.11-12.6 RL.11-12.7 RL.11-12.10a RI.11-12.1 RI.11-12.7 W.11-12.1 W.11-12.2 SL.11-12.1.c</p>

			<ul style="list-style-type: none"> Plath’s poetry: “I Am Vertical,” Lady Lazarus,” “Mirror,” Daddy,” “Mad Girl’s Love Song,” “Metaphors” Selected women’s magazines from the 1930s, 1940s, 1950s <ol style="list-style-type: none"> Review the proposal scene between Esther and Buddy in this chapter (You may want to have two students dramatize it for the class). Class discussion: How does Esther’s view of marriage fit or not fit with feminist view of marriage? Do you agree or disagree with her view point? Why? How has “woman” as a social construct changed over time? 		
Themes		<ol style="list-style-type: none"> Identify and explain the various themes associated with the book. Analyze and evaluate quotes associated with these themes and how they can relate to real life. 	<ul style="list-style-type: none"> Students will be given a series of quotes from the book which illuminate the themes of the play. Students are to discuss each quote in groups and identify the theme in each, noting their responses on the provided graphic organizer. Students will then work with a partner to identify additional supporting evidence from the book for each theme. Possible themes addressed: <ul style="list-style-type: none"> the search for simplicity, cleanliness, and relief (through death) the stifling expectations of 1950s society (particularly for women) rebirth through suffering the effects of alienation 	<ul style="list-style-type: none"> Students will be assessed on their ability to work as a group and written analysis they provide via graphic organizers. 	<p>RL.11-12.2 W.11-12.1, a, b, c</p>
<i>The Bell Jar</i> as an Autobiography		<ol style="list-style-type: none"> Analyze the relationship between Plath and her mother and Esther and her mother. 	<ul style="list-style-type: none"> <i>The Bell Jar</i> is a thinly veiled autobiography of a period in Sylvia Plath’s life. Students are to research a nonfiction article concerning the author and determine how it compares to the novel: <ol style="list-style-type: none"> Find and read an article or interview with Sylvia Plath about her mother as well as the 	<ul style="list-style-type: none"> Graphic organizers and class discussion to be used to assess student understanding of the articles and connections to real life; students will provide responses that 	<p>RL.11-12.6 RL.11-12.7 RL.11-12.10a RI.11-12.1 RI.11-12.7 W.11-12.1</p>

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			<p>letters her mother wrote about her role in Plath's mental breakdown.</p> <ol style="list-style-type: none"> 2. Review the exchanges between Esther and her mother in this chapter. 3. Class discussion: How is Esther's relationship with her mother similar to Plath's relationship with her mother? How are they different? Based on information in her mother's letters, how culpable do you think her mother was for her mental breakdown? 	<p>demonstrate an understanding of the author's purpose.</p>	<p>W.11-12.2 SL.11-12.1.c</p>
<p>Post Reading Real Life Connections</p>		<p>12. Research Project: Mental Disorders and Treatments in the U.S. The Bell Jar is in part a commentary on the mental health system in the US. The objective of this lesson is to examine Esther's mental illness as compared to research on the topic; students will also compare Esther's shock therapy experiences and to compare and contrast these with the protocol for such treatment.</p>	<ul style="list-style-type: none"> • From what particular mental illness does Esther Greenwood seem to be suffering? What reasons does the novel give for Esther's madness? • Read the foreword to the book: As Frances McCullough notes in her foreword to the novel, Esther's illness has never been diagnosed, but many knowledgeable critics have determined that Plath is presenting an incredibly accurate picture of schizophrenia. Students are to research the following symptoms of the characteristics of disorders we have come to refer to as schizophrenia: <ul style="list-style-type: none"> ○ paranoid delusions ○ delusions of grandeur ○ delusions of persecution ○ hallucinations ○ illusions ○ ideas of reference ○ insomnia ○ degradation of personal hygiene ○ loose associations ○ cognitive; affective • Students will work collaboratively to conduct online research to create a presentation on 	<ul style="list-style-type: none"> • Students will be assessed on their research capabilities and engagement in a group setting working collaboratively. • Students will present their research and be assessed as per rubric. 	<p>W.11-12.1, a, b, c W.11-12.4 W.11-12.6 W.11-12.7, 8, 9, 10 SL.11-12.1.a, b, c, d SL.11-12.2, 4, 5</p>

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			the given topics students will relate their topics/presentations to the novel and find direct text evidence to back up their research. Students will use their research paired with text evidence from the novel.		
Post Reading Reflections	1 day	13. Engage in timed class writing assignment: Final reflection writing.	<ul style="list-style-type: none"> Students will engage in writing a post reading reflection on <i>The Bell Jar</i>. Students will spend one class period to complete a 1-2 page reflection (typed) while using the following as guiding points: What type of message did the book deliver? What knowledge did you gain that can be relatable to your own life? Has this book changed you in any way? If so, how? Give specific examples. If there was one thing you take away from this book, what would it be? If you had to describe this book to someone, what would you say? How would you convince them it's worth reading? Students will also utilize any 10 vocabulary words in their writing. 	<ul style="list-style-type: none"> Students will be assessed as per writing rubric and usage of vocabulary words. 	RL.11-12.1, 2, 3, 9, 10 W.11-12.2 a, b, c, d, e, f; 4; 5; 10 L.11-12.4.c
Flowers for Algernon	5-6 weeks	1. Analyze the text of <i>Flowers for Algernon</i> by responding to open-ended journal topics.	<p>Possible journal topics:</p> <ul style="list-style-type: none"> What makes someone intelligent? What types of intelligence are more valued in today's society? Does society properly provide for and integrate the mentally disabled? How does morality impact scientific inquiry and research? The question of identity surfaces in this work. Is Charlie, after the operation, the same person he was before the operation? Charlie feels a sense of disconnect with his 	<ul style="list-style-type: none"> Journal entries, assessed according to content. 	RI.11-12.1, 2, 3, 4, 5, 6, 7, 10 SL.11-12.1 a, b, c, d; 2; 3; 4; 5; 6 9.1.12.C.5 9.1.12.B.1

			<p>past—to what degree does our past define us as human beings?</p> <ul style="list-style-type: none"> • What does Charlie come to learn about the gifts of superior intelligence? • What trade-offs are involved as Charlie develops his genius... and, again, as he begins to revert to his previous state? • While reading, did you find the misspellings and grammatical errors of Charlie's early progress reports irritating and distracting? Did it get in the way of the story for you? Or did you find the style authentic in a way that enhanced Keyes's storytelling? • What types of multiple intelligences are underappreciated by our modern-day society? 		
		<p>2. Formulate early opinions regarding the themes in <i>Flowers for Algernon</i> by responding to anticipatory sets.</p>	<ul style="list-style-type: none"> • Students will complete anticipatory sets focused on themes and ideas addressed in <i>Flowers for Algernon</i>. • Students will decide whether they agree or disagree with a provided list of opinions based on their past experiences and observations. • Students will play Four Corners, moving around the room according to their opinions. • Formulate groups based on chosen opinions and compile 3 main reasons justifying their opinions. • Engage in class-wide debate as time allows. • From this activity, students will be able to predict possible themes revealed through the topics of discussion. 	<ul style="list-style-type: none"> • Written responses to anticipatory sets of questions, assessed according to completion and justification provided. 	<p>SL 1 a, b, c, d; 3; 4; 6 9.1.12.C.5</p>

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		<p>3. Identify background information on <i>Flowers for Algernon</i> and the identifying characteristics of the time period.</p>	<ul style="list-style-type: none"> • Students will read nonfiction background articles on <i>Flowers for Algernon</i> and the time period. • text-specific vocabulary from the given selections. • Students will view and take notes on video clips of author’s background, exploring childhood, education, family life, career and death. • Identify and explore genre of science fiction. 	<ul style="list-style-type: none"> • Nonfiction assessment & group presentations assessed according to key. 	<p>RI 1, 2, 3, 7, 10</p>
		<p>4. Define and apply vocabulary words and terms from <i>Flowers for Algernon</i>.</p>	<ul style="list-style-type: none"> • Define a given list of vocabulary from <i>Flowers for Algernon</i> and write an original paragraph illustrating your understanding of the given terms. 	<ul style="list-style-type: none"> • Vocabulary definitions and writing assignment, assessed according to vocabulary incorporation. 	<p>W.11-12.4, 5, 10 L.11-12.1 a,b; 2b; 3a, 4a, b, c, d; 6</p>
		<p>5. Complete a close reading of <i>Flowers for Algernon</i>, annotate, analyze and provide textual evidence to back up claims to make text-to-text, text-to-world, and text-to-self connections.</p>	<p>Step 1: Look at the technical stuff. Take notes (suggestions follow) on things that the author has chosen to include. If possible, make notes in the margin of the text. (<i>Choose at least 3</i>)</p> <ul style="list-style-type: none"> • Diction (the difference between “observe,” “notice,” “glance,” “spot,” etc.) • Point of view (first person, second person, third person, subjective, objective, omniscient, past tense, present tense, future tense) • Tone (the author’s attitude towards the subject or topic, revealed through the manner of writing – could be sarcastic, optimistic, panicked, despairing, etc.) • Figures of speech / literary devices (simile, 	<ul style="list-style-type: none"> • Close Reading Journal kept in students’ notebooks, assessed according to notebook rubric. 	<p>RL 1, 2, 3, 4, 5, 6, 9, 10</p>

			<p>metaphor, alliteration, assonance, consonance, pun, apostrophe, hyperbole, aphorism, innuendo, irony, paradox, personification, synecdoche, imagery, symbolism, etc.)</p> <ul style="list-style-type: none"> ● Speaker / voice (dig deeper than gender!) ● Target reader / audience ● Theme (both the topic and the author's opinion about it) ● Conflict (internal or external, where it begins, changes, resolves – for better or for worse) ● Form (how presentation impacts or illuminates the content) ● Title & textual mention ● Patterns / repetition of anything <p>Step 2: Summarize briefly what happens in what it is that you're reading. (2-4 sentences)</p> <p>Step 3: Relate the passage to something bigger (the rest of the poem if it is a stanza, the rest of the novel if it is a chapter, the other texts we've read in this unit, anything else you've read that shares similar characteristics, a universal value or societal trend, etc.). (2-4 sentences)</p> <p>Step 4: Come up with three questions or comments related to the text. (3 sentences)</p>		
		<p>6. Explore and apply poetic and literary devices from <i>Flowers for Algernon</i>.</p>	<ul style="list-style-type: none"> ● Students will explore and work with poetic and literary devices from <i>Flowers for Algernon</i>, including: <ul style="list-style-type: none"> ○ foreshadowing ○ irony ○ understatement ○ symbolism ○ metaphor 	<ul style="list-style-type: none"> ● Various assignments, assessed according to rubrics. 	<p>RL.11-12.6L.11-12.5</p>

			<ul style="list-style-type: none"> ○ allusion ○ imagery ○ paradox ○ parallelism ○ metonymy & synecdoche ○ personification 		
		<p>7. Connect non-fiction texts to thematic elements present in <i>Flowers for Algernon</i>.</p>	<ul style="list-style-type: none"> ● Complete nonfiction assignment sheet after reading nonfiction article: ● “A Safe Drug to Boost Brainpower?” ● https://www.scientificamerican.com/article/a-safe-drug-to-boost-brainpower/ <ol style="list-style-type: none"> 1. Factual Summary: Write a short summary of the piece you read. 2. Vocabulary: With which vocabulary in the piece did you encounter some degree of difficulty? What did you learn about these terms? 3. Interpretation: What was the main point the author wanted you to get from reading this work? 4. Criticism: With which points of the piece did you agree or find easy to accept? Why? With which points did you disagree or find difficult to believe? Why? 5. Personal Response: Put it all together and formulate an opinion. How does this article agree with your present points of view? How does this piece influence or inform new ideas? 	<ul style="list-style-type: none"> ● Response questions, assessed according to nonfiction assignment sheet. 	<p>RI.11-12.1, W.11-12.9</p>

		<p>8. Analyze poem to determine themes, ideas and speaker, evaluate the author's purpose and make connections to modern day society:</p> <p>"On Being Human" by C.S. Lewis https://www.poetrysoup.com/famous/poem/on_being_human_596 1</p>	<ul style="list-style-type: none"> ● Look at the poem's title for clues. What might this poem be about? ● Read this poem straight through, without stopping to analyze it. Identify and explain the possible significance of an image or an emotional reaction. ● Look for patterns: repetition, combinations of sounds, colors, scents, themes, ideas, placement of words in a line, etc. Identify and give 2 examples each of at least two. ● Identify the speaker (dig deeper than gender! You cannot perceive the nature of a person just by his/her sex). Don't assume it is the poet or even the same gender as the poet. Test voices in the poem to see if the text supports different speakers. ● Read the poem again. Identify 3 lines that are important to the overall understanding of the poem. Referencing the lines by number, explain in 4-5 sentences why they are significant. 	<ul style="list-style-type: none"> ● Poetry analysis assignment, assessed according to thoroughness of interpretation and reference to the text. 	<p>RL.11-12.7 RL.11-12.10</p>
		<p>9. Compare the reactions Charlie receives before and after his surgery.</p>	<ul style="list-style-type: none"> ● The thoughts and reflections provided by other characters are as telling concerning the changes Charlie is experiencing as Charlie's reflections he himself gives. Record and evaluate the reactions Charlie receives before and after his surgery regarding: <ul style="list-style-type: none"> ○ people laughing ○ spelling ○ thinking skills / vocabulary ○ social skills ○ opinion of doctors ○ opinion of Miss Kinnian ○ Impressions of friends 	<ul style="list-style-type: none"> ● Graphic organizer, assessed according to handout directions. 	<p>RI.11-12.7 SL.11-12.2 SL.11-12.5</p>

			<ul style="list-style-type: none"> ○ Self-impression 		
		10. Experiment with and evaluate the applicability of the Rorschach Personality Test.	<ul style="list-style-type: none"> ● Analyze a sampling of Rorschach ink blots according to the following questions: <ul style="list-style-type: none"> ○ What pictures or images do you see in this inkblot? ○ What might your response suggest about your personality or your particular mood? ○ What do you think one might be able to guess about a person based on their results of this test? 	<ul style="list-style-type: none"> ● Rorschach test assessment, according to handout. 	RI.11-12.4 RI.11-12.6
		11. Learn Multiple Intelligences and apply them to the characters of <i>Flowers for Algernon</i> .	<ul style="list-style-type: none"> ● Take the Multiple Intelligences survey, completing the bar graph and examining each of the Multiple Intelligences in turn. ● Apply knowledge of Multiple Intelligence to characters in <i>Flowers for Algernon</i> In a well-written paragraph, consider Act I. Which Intelligence does Charlie show the greatest proficiency in? Miss Kinnian? Give evidence from the text to support your answer. 	<ul style="list-style-type: none"> ● Response questions, assessed according to key. 	W 4; 5; 10
		12. Compare text version of <i>Flowers for Algernon</i> to corresponding movie version of the text, "Flowers for Algernon."	<ul style="list-style-type: none"> ● Critically compare the text version of <i>Flowers for Algernon</i> to corresponding movie version of the text, "Flowers for Algernon." ● What problems might a screenwriter have in adapting this work to a movie format? ● Which scene(s) will be the most challenging for the director? Why? ● Whom would you select to play the major roles in a movie version of this work? 	<ul style="list-style-type: none"> ● Film critique and writing assignment, assessed according to key and rubric. 	RI.11-12.7 W.11-12.2 SL.1-12.5

			<p>Explain.</p> <ul style="list-style-type: none"> • What do the costumes reveal about the characters? • What details help establish time and place? • Were the characters in this video more believable and real than those in the book or not? Did they change as the story progressed or did they remain static? Was this true to the original story? • Could you tell what the actors were thinking and feeling? How? • Which character differed most dramatically from the way you imagined them in the original work? Why do you think that character was changed in the movie version? • Was the sequence of events any different in the movie and printed versions? Do you think the filmmaker's decisions were wise? • How effectively did the makers of this film employ the author's symbols to convey theme? Were any symbols introduced? • Evaluate the acting in the film. Decide which scenes were most effectively acted and why. Discuss your findings with the class. 		
		<ul style="list-style-type: none"> • Identify and explain the themes of <i>Flowers for Algernon</i> to expand into a formal essay • Analyze and evaluate quotes that connect with chosen themes and modern-day life in formal 	<p>Students will address the following themes of <i>Flowers for Algernon</i> first in their notebooks and then for the purpose of engaging in sustained formal writing:</p> <ul style="list-style-type: none"> • Authority and God • Artificiality and Nature • Treatment of the Mentally Disabled • Loneliness and Friendship 	<ul style="list-style-type: none"> • Essay assessed based on formal writing rubric 	<p>W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5</p>

		<p>essay</p>	<ul style="list-style-type: none"> ● Intelligence and Emotion / Love ● Influence of the Past ● Means to Achieving Happiness <p>Students will then connect a chosen theme to significant quotes from <i>Flowers for Algernon</i> either of their own choosing or from the following list:</p> <ul style="list-style-type: none"> ● "“I want to be smart.”" (p. 1) ● "And she said mabeey they got no rite to make me smart because if god wantid me to be smart he would have made me born that way." (p. 16) ● "“The more intelligent you become the more problems you'll have, Charlie.”" (p. 47) ● "“You're fooling yourself, Rose It's not fair to us or to him Pretending he's normal Driving him as if he were an animal that could learn to do tricks.”" (p. 73) ● "I'm like a man who's been half-asleep all his life, trying to find out what he was like before he woke up." (p. 82) ● "How can I make him understand that he did not create me? He makes the same mistake as others when they look at a feeble-minded person and laugh because they don't understand there are human feelings involved He doesn't realize that I was a person before I came here." (p. 145) ● "We who have worked on this project at Beekman University have the satisfaction of knowing we have taken one of nature's mistakes and by our new techniques created a superior human being." (p. 161) ● "Even a feeble-minded man wants to be like 		
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			<p>other men." (p. 199)</p> <ul style="list-style-type: none"> • "But I've learned that intelligence alone doesn't mean a damned thing." (p. 249) • "Why am I always looking at life through a window?" (p. 298) 		
		<p>13. Engage in timed writing assignment.</p>	<ul style="list-style-type: none"> • Students will engage in writing a post reading reflection on <i>Flowers for Algernon</i>. • Complete a 1-2 page reflection (typed) choosing from the following options: <ul style="list-style-type: none"> • The experiment designed by Drs. Strauss & Nemur has failed, but has Charlie failed in what he sought to do? • Before the operation, Charlie has trouble communicating with people both orally and on paper. After the operation, as he becomes more and more intelligent, Charlie finds himself again having trouble communicating. Explain his difficulties under both circumstances. • Charlie experiences a range of emotions after the operation begins to reverse. What does he feel? Why, at this particular time in his life, might Charlie be remembering his parents with more vivid detail? • Miss Kinnian originally recommended Charlie for participation in this experiment, How might she feel / be affected by her role in Charlie's circumstances before the operation? Immediately after? After the effects were reversed? 	<ul style="list-style-type: none"> • Formal essay assessed based on rubric. 	<p>W.11-12.1 W.11-12.2 W.11-12.3</p>

Unit Seven – Back to Basics

The Alchemist

(4-5 weeks)

Summary of the Unit: Written by famed Brazilian author Paulo Coelho, *The Alchemist* is one of the most widely-read books in the world. It tells the tale of Santiago, a young shepherd who sets out to discover his destiny despite sizeable obstacles. Exploring the thematic concepts of perseverance, transformation, spirituality, and love, the novel takes the reader along with Santiago on a journey of self-discovery. Having been translated into 41 languages, the novel has captured the imagination of a wide audience beyond the United States; it could serve to help our students as they become “citizens of the world.” *The Alchemist* deals with universal themes (duty versus passion, loving and losing, being taken advantage of) that many high school students (indeed, many people) faces on a regular basis. The beauty of this novel is that its perceived “simplicity” can (a) engage reluctant readers, and (b) be a “springboard” for advanced readers. In addition to exposing students to a richly rewarding novel and the literary tradition on magical realism, the unit helps students to develop close reading and analysis skills, particularly with theme and character. And because of the personal nature of the narrative, the unit also asks students to improve their narrative writing abilities, which are assessed at various times throughout the unit and on the culminating assessment.

Essential Questions:

- How do values and beliefs shape who characters are as individuals and influence their behavior?
- What does it mean to follow your vision?
- What prevents people from pursuing their dreams?
- Do people control their own fate or destiny?
- Are people who follow their dreams more likely to achieve great happiness, or not?
- Is there magic in the world?
- Does attaining your dreams or goals require either suffering, sacrifice, or sometimes, both?
- Is success in life dependent on the decisions a person makes?
- Are simple things in life the most difficult to understand?
- Should love hold us back from pursuing personal dreams?
- What should be our first consideration when choosing a life’s work?

- How does where you are from shape your identity?
- What is happiness and what is the degree of importance in one's life?
- What is your personal legend?
- How does labeling and stereotyping influence how we look at and understand the world?
- What is Alchemy? How can it be applied, theoretically, to our own lives?
- What is true love?

A Brief History of Time

(4-5 weeks)

Summary of the Unit: Stephen Hawking, one of the most brilliant theoretical physicists in history, wrote the modern classic *A Brief History of Time* to help nonscientists understand the questions being asked by scientists today. First published in 1988 this book resembled Stephen Hawking's wish to make the most important theories, discoveries and phenomena from the world of physics accessible to everyone with a basic knowledge of math and physics. This book is about physics, or the study of laws that predict how things work in the universe. It is also about cosmology, or how we see the universe and how the universe exists. Where did the universe come from? How and why did it begin? Will it come to an end, and if so, how? Hawking attempts to reveal these questions (and where we're looking for answers) using a minimum of technical jargon. Among the topics gracefully covered are gravity, black holes, the Big Bang, the nature of time, and physicists' search for a grand unifying theory.

Hawking, whose many contributions to theories of black holes and cosmology are considered brilliant, has attempted to present a history of cosmology for general readers and to probe questions about the origin and nature of the universe. The result is a beautifully written volume that is not only informative but exciting to read. Starting with early theories of the nature of the universe, Hawking guides readers through the Newtonian era into modern theories, where the bulk of the material is focused. He discusses the attempts to build a unified field theory (which describes the fundamental forces of the universe in terms of a common denominator), indicates the failure of modern theories to incorporate the gravitational force into such a scheme, and indicates his approach to solving this problem. A chapter entitled "Arrow of Time," includes comments on the psychological, thermodynamic, and cosmological arrows and relates these concepts to the fate of the universe.

The timeliness of the topic of scientific understanding for the purpose of a greater understanding of the universe at large is perhaps no more desperately needed than today when students face a social & political climate of misinformation, generalized fear and a wide-sweeping disregard for the scientific community in the form of funding, policy and social appeal. The United States trails behind most other countries in all areas of

scientific inquiry and this text offers a rare opportunity to spark intellectual curiosity and hope in a new generation of high school students.

Essential Questions:

- Why does humanity try to understand the universe and what progress has humanity made in understanding it?
- What are the dimensions of the universe and their effect on humanity?
- Was there a beginning of time? Will there be an end?
- What is Hawking's definition of a scientific theory? Using this definition, discuss why (or why not) various theories in the book are scientific theories.
- What is the purpose of comparing and contrasting science and God?
- Where did we come from? How did the universe come into being? Are we alone in the universe? Is there alien life out there? What is the future of the human race?
- Was there anything before the Big Bang? If not, what created the universe? Why did the universe emerge from the Big Bang the way it did?

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English 12 College Prep

TOPIC/ SELECTION	TIME	OBJECTIVE	INSTRUCTIONAL STRATEGIES & ACTIVITIES	BENCHMARK/ ASSESSMENT	NJSLS
Introduction to <i>The Alchemist</i>	1 – 2 Days	1. Explore what it means to get back to the basics – differences between wanting and needing, acting on a whim and/or facing the consequences.	<ul style="list-style-type: none"> What happens when you act before thinking on a whim based on want and not need? How important are weighing the consequences of one's actions prior to action? 	<ul style="list-style-type: none"> Students will be informally assessed on their journal writing. 	W 4; 10
<i>The Alchemist</i> Pre-Reading	4-5 Weeks	2. Define and apply vocabulary from given sections.	<ul style="list-style-type: none"> Define given list of vocabulary and write an original paragraph illustrating your understanding of the given terms. 	<ul style="list-style-type: none"> Vocabulary definitions and writing assignment, assessed according to vocabulary incorporation. 	RI 1b; 4a, b, c, d; 5a, b; 6
		3. Gain an understanding of the personal legend prior to reading the text.	<ul style="list-style-type: none"> In groups (4-5), students will complete a mini research project on the personal legend. Students may utilize (but are not limited to) textbooks, library materials, or the following websites: http://bethrevis.blogspot.com/2008/10/alchemy-and-finding-your-personal.html Students will present findings to the class using overhead transparencies and transparency markers or Power Point. 	<ul style="list-style-type: none"> Students will be assessed on their group presentation using a teacher created rubric. 	RI 1, 2, 3, 4, 5, 6, 7, 10 W 7, 8, 10 SL 1a, b, c, d; 2; 4; 5; 6 9.1.12.F.1 9.1.12.C.5 9.1.12.9.1.12.B.1 9.1.12.E.1
		4. Identify the psychological correlation between genius and psychosis through non-fiction article.	<ul style="list-style-type: none"> Read the following interview with Paulo Coelho. http://www.telegraph.co.uk/culture/donotmigrate/3643720/A-mystery-even-to-himself.html Write a letter from a young Paulo Coelho to his parents in which he explains his personal philosophy, and what he thinks of his time spent in therapy. Consider the research presented in this article about the correlation 	<ul style="list-style-type: none"> Students will complete creative writing assignment based on the information provided. 	RI 1, 2, 3, 4, 5, 6, 7, 10 W 3a,b,c,d, e; 4; 5; 10

			<p>between genius and psychosis.</p> <ul style="list-style-type: none"> • http://www.wjh.harvard.edu/~cfc/Chabris2005d.html 		
During Reading		5. Analyze the text by responding to open-ended journal topics.	<p>Possible open-ended journal topics:</p> <ul style="list-style-type: none"> • What does it mean to follow your vision? • What do you know about gypsies? • Which do you prefer – to live as a wanderer or to settle down? Why? • Consider definition of legend. What makes the personal legend of Santiago different from other legends with which you are familiar (e.g., epic)? • In your opinion, what happens when you dream? What might dreams mean to you? • Do you agree that following your personal vision is more important than pursuing romantic love? Why or why not? • Ponder or amend: "It is the simple things in life that are the most wonderful." Ponder or amend: "When you possess great treasures within you, and try to tell others of them, seldom are you believed." • Ponder or amend: "When you want something, all the universe conspires in helping you to achieve it." • Reflect on an obstacle you have faced and defeated. How did you change to overcome it? • Do you believe in love at first sight? Why or why not? • To which do you give greater emphasis: fate or free will? 	<ul style="list-style-type: none"> • Journal entries, assessed according to content. 	<p>RL 1, 2, 3, 4, 6, 9, 10 W 2a,b,c,d,e,f 4; 5; 10</p>
		6. Understand the process of sleep and dreaming, and relate to text.	<ul style="list-style-type: none"> • Read non-fiction <i>New York Times</i> article http://www.nytimes.com/2009/03/10/science/10tier.html 	<ul style="list-style-type: none"> • Reflective writing, assessed according to detail of analysis. 	<p>RI 1, 2, 3, 4, 5, 6, 7, 10</p>

			<ul style="list-style-type: none"> Summarize what you personally think happens when a person dreams. Record the details of one of your dreams. Analyze what you believe the dream may signify and relate to the story. 		W 4, 10
		7. Understand literary theory and apply to the text.	<ul style="list-style-type: none"> Respond to the following in a well-developed essay. Students should pre-write, edit, and revise their work. Read the following theoretical article that simplifies some of the theory of Ferdinand Saussure: Semiotics for Beginners. http://www.aber.ac.uk/media/Documents/S4B/sem01.html. The Englishman, whom Santiago meets when he joins the caravan to the Egyptian pyramids, is searching for "a universal language, understood by everybody." What is that language? According to the Englishman, what are the parallels between reading and alchemy? How does the Englishman's search for the alchemist compare to Santiago's search for a treasure? How did the Englishman and Santiago feel about each other? 	<ul style="list-style-type: none"> Formal essay, assessed according to rubric. 	W 2a, b, c, d, e, f; 4; 5; 10
		8. Respond to quotations from text and demonstrate public speaking skills.	<ul style="list-style-type: none"> Students will each write down a quotation on an index card or small piece of paper. Put the quotations in a bag and separate students into groups of four or five. Have one student from each group pick a quotation from the bag and read it out loud to the group. Tell them to write down quickly (three minutes) whether they agree with the quotation, and provide an example that proves their point of view. After three minutes, tell students that their 	<ul style="list-style-type: none"> Informal presentation, assessed according to rubric. 	RL.11-12. 7, 9, 10 SL.11-12. 1 a, b, c, d; 2; 3; 4; 5; 6

			<p>group should discuss the quotation and their individual points of view about it. They may change their point of view. Have students come to a consensus and appoint one member of the group to present their opinion to the class.</p> <ul style="list-style-type: none"> • After a few quotations have been discussed, the teacher should ask what are the characteristics of a good verbal argument (such as good examples to prove a point; strong, firm voice; eye contact, etc.). List the characteristics of a good verbal presentation on the board and discuss. Present students with another quotation and have them try to incorporate the techniques listed. • Choose a few people to debate in front of class. Have students decide who is more convincing. 		
<p>Post-Reading</p>		<p>9. Write a formal essay based on themes within the text.</p>	<ul style="list-style-type: none"> • <i>The Alchemist</i> is full of phrases that are easily quotable, and prompt further reflection on the part of the reader. Choose 2 quotations that seem to relate to the same more general topic, and compare them in a well-written essay. • Where do the quotations appear in the plot of the novel? Who says them? What is Santiago's opinion of the quotations when they are first introduced? Do the two quotations seem to agree or disagree? Do you agree with each of the quotations, or not? What about them would you change? 	<ul style="list-style-type: none"> • Formal essay, assessed according to rubric. 	<p>RL.11-12.7, 9, 10 W 2a, b, c, d, e, f; 4; 5; 10</p>

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		10. Create a children's version of <i>The Alchemist</i> .	<ul style="list-style-type: none"> Students will think critically about the most important plot details of <i>The Alchemist</i>, focusing on Santiago's pursuit of his personal legend. Create an 8-10 page children's book that includes carefully chosen words and accompanying illustrations. Students may view examples of children's literature as a model, especially <i>The Little Prince</i>. 	<ul style="list-style-type: none"> Visual presentation assessed according to rubric. 	RL 1, 2, 7, 10 W3a, b, c, d, e; 4; 5; 6; 10 LI 2b; 3a
A Brief History of Time	4-5 weeks	1. Analyze the text of <i>A Brief History of Time</i> by responding to open-ended journal topics.	Possible journal topics: <ul style="list-style-type: none"> What is space? Try to dig deeper than the literal. Why does humanity try to understand the universe? What are the dimensions of the universe and their effect on humanity? Was there a beginning of time? Will there be an end? What is Hawking's definition of a scientific theory? Using this definition, discuss why (or why not) various theories in the book are scientific theories. What is the purpose of comparing and contrasting science and God? Where did we come from? How did the universe come into being? Are we alone in the universe? Is there alien life out there? What is the future of the human race? Was there anything before the Big Bang? 	<ul style="list-style-type: none"> Journal entries, assessed according to content. 	RI.11-12.1, 2, 3, 4, 5, 6, 7, 10 SL.11-12.1 a, b, c, d; 2; 3; 4; 5; 6 9.1.12.C.5 9.1.12.B.1

			<p>If not, what created the universe?</p> <ul style="list-style-type: none"> Why did the universe emerge from the Big Bang the way it did? 		
		<p>2. Formulate early opinions regarding the themes in <i>A Brief History of Time</i> by responding to anticipatory sets.</p>	<ul style="list-style-type: none"> Students will complete anticipatory sets focused on themes and ideas addressed in <i>A Brief History of Time</i> Students will decide whether they agree or disagree with a provided list of opinions based on their past experiences and observations. Students will play Four Corners, moving around the room according to their opinions. Formulate groups based on chosen opinions and compile 3 main reasons justifying their opinions. Engage in class-wide debate as time allows. From this activity, students will be able to predict possible themes revealed through the topics of discussion. 	<ul style="list-style-type: none"> Written responses to anticipatory sets of questions, assessed according to completion and justification provided. 	<p>SL 1 a, b, c, d; 3; 4; 6 9.1.12.C.5</p>
		<p>3. Identify background information on <i>A Brief History of Time</i> and the identifying characteristics of the modern scientific community. .</p>	<ul style="list-style-type: none"> Students will read nonfiction background articles on <i>A Brief History of Time</i> and the time period. Students will complete a mini research project on topics such as customs, dress, traditions and background. Students may utilize (but are not limited to) textbooks, library materials, and electronic resources. Students will understand and apply text-specific vocabulary from the given selections. Students will view and take notes on video clips of author's background, exploring childhood, education, family life, career and 	<ul style="list-style-type: none"> Nonfiction assessment & group presentations assessed according to key. 	<p>RI 1, 2, 3, 7, 10</p>

			<p>death.</p> <ul style="list-style-type: none"> Identify and explore genre of scientific inquiry. 		
		<p>4. Define and apply vocabulary words and terms from <i>A Brief History of Time</i> .</p>	<ul style="list-style-type: none"> Define a given list of vocabulary from <i>A Brief History of Time</i> and write an original paragraph illustrating your understanding of the given terms. 	<ul style="list-style-type: none"> Vocabulary definitions and writing assignment, assessed according to vocabulary incorporation. 	<p>W.11-12.4, 5, 10 L.11-12.1 a,b; 2b; 3a, 4a, b, c, d; 6</p>
		<p>5. Complete a close reading of <i>A Brief History of Time</i>, annotate, analyze and provide textual evidence to back up claims to make text-to-text, text-to-world, and text-to-self connections.</p>	<p>Step 1: Look at the technical stuff. Take notes (suggestions follow) on things that the author has chosen to include. If possible, make notes in the margin of the text. (<i>Choose at least 3</i>)</p> <ul style="list-style-type: none"> Diction (the difference between “observe,” “notice,” “glance,” “spot,” etc.) Point of view (first person, second person, third person, subjective, objective, omniscient, past tense, present tense, future tense) Tone (the author’s attitude towards the subject or topic, revealed through the manner of writing – could be sarcastic, optimistic, panicked, despairing, etc.) Figures of speech / literary devices (simile, metaphor, alliteration, assonance, consonance, pun, apostrophe, hyperbole, aphorism, innuendo, irony, paradox, personification, synecdoche, imagery, symbolism, etc.) Speaker / voice (dig deeper than gender!) Target reader / audience Theme (both the topic and the author’s 	<ul style="list-style-type: none"> Close Reading Journal kept in students’ notebooks, assessed according to notebook rubric. 	<p>RL 1, 2, 3, 4, 5, 6, 9, 10</p>

			<p>opinion about it)</p> <ul style="list-style-type: none"> ● Conflict (internal or external, where it begins, changes, resolves – for better or for worse) ● Form (how presentation impacts or illuminates the content) ● Title & textual mention ● Patterns / repetition of anything <p>Step 2: Summarize briefly what happens in what it is that you're reading. (2-4 sentences)</p> <p>Step 3: Relate the passage to something bigger (the rest of the poem if it is a stanza, the rest of the novel if it is a chapter, the other texts we've read in this unit, anything else you've read that shares similar characteristics, a universal value or societal trend, etc.). (2-4 sentences)</p> <p>Step 4: Come up with three questions or comments related to the text. (3 sentences)</p>		
		<p>6. Explore and apply poetic and literary devices from <i>A Brief History of Time</i>.</p>	<ul style="list-style-type: none"> ● Students will explore and work with poetic and literary devices from <i>A Brief History of Time</i>, including: <ul style="list-style-type: none"> ● absolute zero ● atom ● big bang ● black hole / primordial black hole ● conservation of energy ● dark matter ● electric charge ● event / event horizon ● field ● frequency ● grand unified theory ● imaginary time ● mass 	<ul style="list-style-type: none"> ● Various assignments, assessed according to rubrics. 	<p>RL.11-12.6L.11-12.5</p>

			<ul style="list-style-type: none"> • no boundary condition • phase • quantum / quantum mechanics • radar / red shift • singularity theorem • space-time • string theory • uncertainty principle • wormhole <p>Useful reference glossary: https://quizlet.com/112862203/a-brief-history-of-time-glossary-terms-flash-cards/</p>		
		<p>7. Connect non-fiction texts to thematic elements present in <i>A Brief History of Time</i>.</p>	<ul style="list-style-type: none"> • Complete nonfiction assignment sheet after reading nonfiction article: • "A Brief History of Time, Explaining the Universe" • https://www.commentarymagazine.com/articles/a-brief-history-of-time-by-stephen-w-hawking/ <ol style="list-style-type: none"> 1. Factual Summary: Write a short summary of the piece you read. 2. Vocabulary: With which vocabulary in the piece did you encounter some degree of difficulty? What did you learn about these terms? 3. Interpretation: What was the main point the author wanted you to get from reading this work? 4. Criticism: With which points of the piece did you agree or find easy to accept? Why? With which points did you disagree or find difficult to believe? Why? 5. Personal Response: Put it all together 	<ul style="list-style-type: none"> • Response questions, assessed according to nonfiction assignment sheet. 	<p>RI.11-12.1, W.11-12.9</p>

			and formulate an opinion. How does this article agree with your present points of view? How does this piece influence or inform new ideas?		
		<p>8. Analyze poem to determine themes, ideas and speaker, evaluate the author's purpose and make connections to modern day society:</p> <p>"Little Big Bang Poem" by Liv Torc http://www.takeart.org/page/little-big-bang-poem-by-liv-torc</p>	<ul style="list-style-type: none"> • Look at the poem's title for clues. What might this poem be about? • Read this poem straight through, without stopping to analyze it. Identify and explain the possible significance of an image or an emotional reaction. • Look for patterns: repetition, combinations of sounds, colors, scents, themes, ideas, placement of words in a line, etc. Identify and give 2 examples each of at least two. • Identify the speaker (dig deeper than gender! You cannot perceive the nature of a person just by his/her sex). Don't assume it is the poet or even the same gender as the poet. Test voices in the poem to see if the text supports different speakers. • Read the poem again. Identify 3 lines that are important to the overall understanding of the poem. Referencing the lines by number, explain in 4-5 sentences why they are significant. 	<ul style="list-style-type: none"> • Poetry analysis assignment, assessed according to thoroughness of interpretation and reference to the text. 	RL.11-12.7RL.11-12.10
		<p>9. Analyze and evaluate Stephen Hawking's appearance on television sitcom, <i>The Big Bang Theory</i>.</p>	<ul style="list-style-type: none"> • View the episode of CBS's <i>The Big Bang Theory</i> that features Stephen Hawking as himself. • Examine what the episode suggests about Hawking, his theories, and his fans. • Is this episode in poor taste? Read the following article, and debate in small groups • http://www.tvguide.com/news/the-big-bang- 	<ul style="list-style-type: none"> • Episode response sheet, assessed according to handout requirements. 	

			theory-the-geology-elevation-step-hawking/		
		<p>10. Examine podcast interviewing Stephen Hawking.</p> <p>Ted Talks “Steven Hawking, Questioning the Universe.” https://www.ted.com/talks/stephen_hawking_asks_big_questions_about_the_universe/transcript?language=en</p> <p>“8 Shocking Things we Learned from Stephen Hawking’s Book” http://www.livescience.com/18035-stephen-hawking-book-physics.html</p>	<ul style="list-style-type: none"> • View this episode of Ted Talks featuring Stephen Hawking as he discusses his theories of the universe and our place in it. • Complete a K-W-L Chart on Hawking’s theories before listening to this Ted Talk. • What have you learned about the universe after hearing Hawking speak in this interview? • Have any of your previously held beliefs been questioned? Better informed? Challenged? Reinforced? • Make a list of 10 questions about the universe you have following listening to this Ted Talk episode. 	<ul style="list-style-type: none"> • Interview analysis of Stephen Hawking’s interview assessed according to sophistication of analysis. 	
		<p>11. Demonstrate understanding of one of Stephen Hawking’s theories by drawing an illustration depicting it.</p>	<ul style="list-style-type: none"> • Choose one of Stephen Hawking’s theories presented in <i>A Brief History of Time</i> to illustrate • Include in your illustration reference to data both factual and theoretical • Include a brief paragraph explaining why you chose to illustrate this theory, how you think a general understanding of this theory can impact daily life or society for the better, and what this theory inspires you to learn more about. 	<ul style="list-style-type: none"> • Illustration, assessed according to reference to the text and written explanation. 	
		<p>12. Compare text version of <i>A Brief History of Time</i> to corresponding movie</p>	<ul style="list-style-type: none"> • Critically compare the text version of <i>A Brief History of Time</i> to corresponding movie version of the text, “The Theory of 	<ul style="list-style-type: none"> • Film critique and writing assignment, assessed according to key and 	<p>RI.11-12.7 W.11-12.2 SL.1-12.5</p>

		<p>version of the text, "The Theory of Everything."</p>	<p>Everything."</p> <ul style="list-style-type: none"> • What problems might a screenwriter have in adapting a story about Hawking's life to a movie format? • Whom would you select to play the major roles in a movie version of this work? Explain. • What does the clothing reveal about the characters? • What details help establish time and place? • Were the characters in this video more believable and real than you might have imagined? Why or why not? Did they change as the story progressed or did they remain static? Was this true to the original story? • Could you tell what the actors were thinking and feeling? How? • How effectively did the makers of this film employ the author's symbols to convey Hawking's ideas? Which theories were introduced? • Evaluate the acting in the film. Decide which scenes were most effectively acted and why. Discuss your findings with the class. 	<p>rubric.</p>	
		<p>13. Write a formal essay on a topic found in <i>A Brief History of Time</i>.</p>	<ul style="list-style-type: none"> • Why does humanity try to understand the universe and what progress has humanity made in understanding it? • What are the dimensions of the universe and their effect on humanity? • Was there a beginning of time? Will there be an end? 	<ul style="list-style-type: none"> • Essay assessed based on formal writing rubric. 	<p>W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5</p>

			<ul style="list-style-type: none">• What is Hawking's definition of a scientific theory? Using this definition, discuss why (or why not) various theories in the book are scientific theories.• What is the purpose of comparing and contrasting science and God?• Where did we come from? How did the universe come into being? Are we alone in the universe? Is there alien life out there? What is the future of the human race?• Was there anything before the Big Bang? If not, what created the universe? Why did the universe emerge from the Big Bang the way it did?		
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Unit Eight – Social Issues and Legacies for the Future

A Modest Proposal

(1-2 weeks)

Summary of the Unit: Jonathan Swift’s 1729 pamphlet “A Modest Proposal” is a model for satirizing social problems. The purpose of teaching satire is to develop student’s critical thinking abilities so they may differentiate between what is written and what the author means. This ability is necessary for people in a world that is saturated with satire. Throughout the unit, students will learn about voice, tone, and the separation between an author, the speaker, and the meaning of the text itself. The unit will also incorporate cross-curricular activities by inviting students to make connections between the historical and literary sides of the pieces. Understanding that most satire is political gives students a buy in to the literature. Incorporating contemporary videos will give students a better understand of how literature is not a stationary object - texts cross mediums. These sources will also engage the students and have them invest in the learning. This entire unit teaches to 21st Century Skills considering our society is over saturated with satire, requiring students to critically think well enough to discern the differences in what is satire and what is not. The popularity of The Simpsons, South Park, The Colbert Report, the Daily Show, The Onion, and multitudinous others demonstrate how satire is still relevant today.

Essential Questions:

- What are the philosophical, political, religious, ethical, and social influences of the Restoration and 18th century?
- How is the nature of people common in all periods of history?
- How is satire a powerful method of delivery for social issues?
- How can Satire draw attention to problems within our society and inspire social reform?
- How is satire used in the 21st century?
- How does satire affect our perceptions of the subjects it ridicules?
- How did the works of various 18th century authors reflect historical and social aspects of the time?

Fast Food Nation

(4-5 weeks)

Summary of the Unit: *Fast Food Nation* by Eric Schlosser is an extraordinary piece of nonfiction that examines American culture through its relationship to fast food. Through the text, students will be exposed to the issues it raises and arguments it presents around food, culture, and advertising. The book offers an opportunity for an exciting curriculum because of its engaging writing style, its multiple layers of concepts and its impeccable research. From a student's perspective, *Fast Food Nation* is appealing because it is about fast food and consumerism--- an icon and way of life intimately familiar to most. The concepts explored in the book lend themselves to many subject areas beyond English class. *Fast Food Nation* allows cross curricular activities that include topics relating to U.S. history, global studies, economics, biology, health, civics, and psychology. Through this unit, students will evaluate social issues and focus on:

- Identifying and evaluating arguments (messages) in a nonfiction text and in advertisements;
- Analyzing how authors use rhetorical appeals to develop arguments.
- Preparing for, participating in, and synthesizing ideas from discussions with classmates.
- Analyzing and critiquing ads and the use of rhetorical appeals across multiple genres.
- Using rhetorical appeals to develop their own messages in advertisements.

Essential Questions:

- Eric Schlosser discusses several types of drawbacks to the American system of fast food production, including health issues, labor problems, and environmental dilemmas. Of all the issues raised in the book, which is most important to you?
- Should advertisers be permitted to target children who lack the sophistication to make informed decisions and are essentially being lured into eating high fat, high calorie food through toys and cute corporate mascots?
- Is it possible that fast food companies - like tobacco companies - are recruiting increasingly younger consumers in order to ensure a steady customer base as their older constituents die from heart disease, diabetes, and other obesity-related disorders?
If one accepts the author's assertions that the beef processors and fast food corporations are engaging in patterns of unethical conduct, what can the consumer do to modify their behavior?
- Can the conduct of an individual have an impact on a company's practices? Why is a company most likely to change its conduct? To generate public goodwill? To respond to its employees' concerns? To address diminishing profits?

- How has fast food “proven to be a revolutionary force in American life”?
- What are advertisers and fast food companies really selling us?
- How do authors craft their messages (in text and advertising) in order to “sell” us products or ideas?

I am Malala

(3-4 weeks)

Summary of the Unit: *I Am Malala*, Malala Yousafzai's powerful memoir, shocks and inspires readers with the story of a young Pakistani woman who, on her way to school, is shot in the head and severely wounded by a man from the Taliban. Malala is targeted for her attendance of school and her family's involvement in education advocacy; male and female students alike will find this violent act, as well as the brutality and sexism of the Taliban, more than worthy of discussion and outrage, especially in the context of modern regularity of violence to which many have become desensitized.

Yousafzai does an incredibly good job outlining the political history of Pakistan and Swat, so a lesson on merely facts may not be essential; however, comparing the gross injustices of the Taliban to other acts of terrorism and genocide in history would provide for a powerful, eye-opening lecture: What are the implications that arise from the fact that such terrible things could so easily and consistently happen to fellow human beings? What can we do about it?

Each part of *I Am Malala* begins with an epigraph from traditional Pashto poetry, and Yousafzai includes many other poems, proverbs, and quotations from influential figures, texts, and events. Students may relate these references to the number of themes present in the novel, including gender and

gender equality, education, fear and courage, and family and heritage. Additionally, teachers may want to point out to students that Malala's inclusion of these references further stresses her deep appreciation for and value of having and using one's voice to positively influence his or her surroundings. This idea could be taken to the next level by having each student perform a speech concerning a topic about which he or she is passionate, just as Malala did.

Essential Questions:

- What is fundamentalism and how does this mindset lead to terrorism?
- Examine the details Yousafzai provides about the Pashtunwali code and the Quran. To what extent are they just or unjust? True or untrue?
- What problems and injustices exist in education in countries all over the world?
- How does a memoir function as a powerful witness to history? What is the difference between a memoir, an autobiography and a diary?
- What is being done on a global scale to ensure education as a human right for girls all over the world? If I am interested in supporting this cause, how might I contribute?
- How does the motif of giving speeches (and, on a higher level, using one's voice) influence others and make a difference?
- To what extent does gender and gender inequality need to be overcome despite the constraints society places on girls and women?
- What is the role of fear and courage today as Malala fights her circumstances by having the courage to stand before others and speak on behalf of her people?
- What is the relationship between ISIS and the Taliban?
- How is Malala's perspective of education different from that in modern-day America? What might Malala think about our American understanding of education?
- When is taking a risk worthwhile?

The Lottery

(1 week)

Summary of the Unit: 'The Lottery' by Shirley Jackson, a twisted tale of village culture, has been thrilling audiences for three generations. In this lesson, we'll review this classic short story from 1948 and analyze the thematic elements. Shirley Jackson's 'The Lottery' is a classic American short story known for its shocking twist ending and its insightful commentary on cultural traditions. It was originally printed in The New Yorker magazine in 1948. The tale begins with all the villagers gathering in the town square for the annual lottery (that's not the twist), as if it were just another day. Children are playing with stones while the adults swap stories of farming and gossip. It's not until the lottery begins, over halfway through the story that we start to suspect that all is not as it seems.

Objectives:

1. students will be able to identify and explain several themes Jackson employs in “The Lottery” and point out how they are depicted:
 - A. the role of women, as opposed to that of men, in the village
 - B. the importance of tradition
 - C. the darker aspects of human nature
 - D. the danger in not questioning rituals
 - E. intellect versus superstition
 - F. the lack of emotion that sometimes accompanies brutality
 - G. the contrast between the ordinary and the unthinkable
2. describe how specific names of characters figure prominently in the story.
3. follow Jackson’s use of irony, foreshadowing, understatement, and suspense.
4. comment on the juxtaposition between ancient and modern.
5. identify how setting plays an important part in the story.
6. explain various symbols and motifs, including:
 - A. the black box
 - B. the lack of guilt over stoning a neighbor
 - C. the time the lottery is held
 - D. the reasons for having a lottery
7. discuss the differences between Tessie and the rest of the villagers.

8. point out examples of Jackson's "flat" style.

Essential Questions:

- If the majority of the people are doing something, does it make it right?
- Can good people do evil things?
- What keeps a society or community together?
- What purpose do rituals and traditions serve in a society?
- Why do people sometimes engage in pointless violence and inhumanity?

TOPIC/ SELECTION	TIME	OBJECTIVE	INSTRUCTIONAL STRATEGIES & ACTIVITIES	BENCHMARK/ ASSESSMENT	NJSLS
Pre-reading <i>A Modest Proposal</i>	1-2 weeks	1. Interpret how literary devices affect reading emotions and understanding.	<ul style="list-style-type: none"> View video "What is Satire?" Students will complete viewing guide which also consists of Satire vocabulary Discuss how satire was created to bring about change in society. Students will brainstorm a list of modern examples of satire. 	<ul style="list-style-type: none"> Student will be assessed on their completion of a viewing guide. 	RL 1, 2, 3, 4, 5, 6, 7, 10
		2. Analyze how works of a given time period reflect historical and social events and conditions. 3. Analyze and evaluate the appropriateness of diction and figurative language.	<ul style="list-style-type: none"> Read Swift's <i>A Modest Proposal</i>. Students will work in groups and examine the text for irony, uncton, sarcasm and understatement, break into groups to look for examples of each in <i>A Modest Proposal</i>. Present findings to the class. 	<ul style="list-style-type: none"> Students will be assessed on to locate examples of satire in text. 	RL 1, 2, 3, 4, 5, 6, 7, 10
		4. Demonstrate command of a variety of writing genres.	<ul style="list-style-type: none"> Students will write their own "Modest Proposals" to solve a societal problem we have today. 	<ul style="list-style-type: none"> Students will be formally assessed on the structure/content their own modest proposal 	W 1 a, b, c, d, e; 4; 5; 10
		5. Compare and evaluate the relationship between past literary traditions and contemporary writing.	<ul style="list-style-type: none"> View contemporary satirists Trey Parker and Matt Stone's episode of South Park (edited version) "Night of the Living Homeless." Students will pick out elements of satire used in the episode and how modern satirists try to solve a societal problem like Swift. How do they differ? 	<ul style="list-style-type: none"> Students will be assessed on their Journal writing in response to video. 	RL 1, 2, 3, 4, 5, 6, 7, 10 W 10
		6. Students will be able to evaluate modern day use of satire and create their own pieces of satirical writing; students will be able to determine the	<ul style="list-style-type: none"> Students will examine examples of modern day satire. Students will create their own piece of satirical and use modern day satire, such as "The Onion", "The Gregory Brothers", "Saturday Night Live" as examples of satire 	<ul style="list-style-type: none"> Students ability to determine the differences between satire and "real" news. Students writing assessment: ability to 	W 1 a, b, c, d, e; 4; 5; 10 RL 1, 2, 3, 4, 5, 6, 7, 10

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		purpose of satire in writing and will be able to identify the differences between satire and “real” news.	and humor used in the media today.	capture the tone and meaning of satire by creating their own pieces of satirical writing.	W 10
Fast Food Nation Pre-Reading	4-5 Weeks	<ol style="list-style-type: none"> 1. Introduction to unit; Overview of author and themes to be revealed in the book via anticipatory set. 2. Students will define key vocabulary words within the text and use correctly within their own vernacular. 3. Students will begin to explore the historical context of the book. 4. Students will begin to understand the background history, plot and characters of the story. 5. Prepare for, participate in, and synthesize ideas from discussions with classmates. 	<ul style="list-style-type: none"> • Students will be introduced to unit via anticipatory set of statements; through these questions/statements, students will provide a written response and begin to reveal themes that are associated with the book and “debate” their responses while keeping an open mind to the perspectives of others. • Provide students with reviews of the book and ask that they make predictions on what to expect from reading the reviews. • Students will begin to predict themes of the book via anticipatory set. • Students watch video clips on the synopsis/background of <i>Fast Food Nation</i>, including the movie trailer, and provide a written response to both videos: • Students will be provided with key vocabulary terms from the text and be able to define and use in sentences/short paragraph. 	<ul style="list-style-type: none"> • Written responses to anticipatory set of statements. • Video clip viewing guides and pre-fabricated questions will be assessed. • Students will make educated predictions based off the preliminary information provided. 	RI.11-12.10a, b RL.11-12.2 RL.11-12.3 SL.11-12.1 SL.11-12.1.b, c, d L.11-12.3, a L.11-12.4, a, c, d
During Reading		<ol style="list-style-type: none"> 6. Close read, annotate, analyze and provide text evidence to back up claims to make text to text, text to world, and text to self connections. (Students will be provided 	<ul style="list-style-type: none"> • Throughout duration of reading, students will close read and annotate excerpts, analyze literary devices, language, and author’s purpose, while using text evidence to support their ideas. • Students will complete study guides in accordance with each chapter. 	<ul style="list-style-type: none"> • Students will be formally assessed on their ability to make connections (as per written assignments, exit slips, do now exercises) and completion of chapter study guides. 	RL.11-12.1, 2, 3, 4, 5, 6, 7, 8,9 RL.11-12.10a, b RI.11-12.1

		with study guides for each chapter).			W.11-12.1, b L.11-12.3, a L.11-12.4, a, c, d
Historical Context		7. Students will demonstrate an understanding of the historical context of the book through close reading, class discussion, group work, and journaling.	<ul style="list-style-type: none"> • Many of the founding fathers of the fast food industry were born around World War I and developed their business models during World War II. This lesson is on Historical Context. • Refer to excerpts in the section “The Founding Fathers.” <ol style="list-style-type: none"> 1. Class Discussion: What is Historical Context? Describe the mood of Americans after World War II. How did this attitude develop into the baby boom era? 2. Journal: When did World War I occur? When did World War II occur? What emotional effect did these wars have on Americans? How did people react after the war? What changed in how food was prepared? 3. In-class Writing Assignment: Describe why a hamburger and french fries was the quintessential American meal of the 1950's. What aspect of the food industry was developed during this time period? 4. Groups: Discuss the changing attitudes of Americans starting at the turn of the century and going through the 1950's. How were Americans accustomed to eating, dressing, and entertaining 	<ul style="list-style-type: none"> • Students assessed formally through observation of class discussion and responses to exit slip questions; in class writing assignment graded as per teacher made rubric; group discussion and collaboration techniques as per teacher made group work guidelines and requirements. 	RI.11-12.1, 2, 3, 4, 5, 6 RI.11-12.10a W.11-12.1, a, b, c W.11-12.2.f W.11-12.4 W.11-12.7 SL.11-12.1, a, b, c, d

			<p>themselves? What was transportation like? How did it affect the fast food industry?</p> <p>5. Exit Slip/Group Discussion: Describe how the fast food industry affected history. Why and how has it become so influential to American life and changed the nature of modern history?</p>		
<p>Corporate Culture; Psychology of Advertising</p>		<p>8. Through class discussion, journaling and group work, students will be able to explain and discuss the different aspects of corporate culture while using the text to propel and elevate discussion.</p>	<ul style="list-style-type: none"> • Refer to excerpts in the section titled “Your Trusted Friends.” • Both Walt Disney and Ray Kroc deeply injected their personal philosophies and norms into their companies. <ol style="list-style-type: none"> 1. Class Discussion: What is Corporate Culture? Discuss different aspects of corporate culture. 2. Journal: What was the vision of America that both Disney and Kroc shared? How did this vision affect each man and the development of their respective corporate cultures? 3. In-class Writing Assignment: Describe Hamburger University. What is taught there? Why did it come into existence? How does Hamburger University strive to unify the McDonald's Corporation? 4. Groups: Discuss the differences in corporate culture between Disneyland and McDonald's. Why did these differences develop? How did the attitude of each company's founder impact these differences? 5. Exit Slip/Group Discussion: Choose either Disney or McDonald's as a model. List the aspects of the company's 	<ul style="list-style-type: none"> • Formative and summative assessments will be given throughout the lesson such as observation of class discussion, review of journaling to gauge understanding, facilitation of small group discussion and share out of responses, review of exit slips. 	<p>RI.11-12.1, 2, 3, 4, 5, 6 RI.11-12.10a W.11-12.1, a, b, c W.11-12.2.f W.11-12.4 W.11-12.7 SL.11-12.1, a, b, c, d</p>

			<p>corporate culture. How are these aspects of corporate culture used to increase the company's revenues, morale, and presence in the marketplace?</p>		
		<p>9. Students will be able to identify and evaluate arguments (messages) in a nonfiction text and in advertisements.</p> <p>10. Analyze and critique ads and the use of rhetorical appeals across multiple genres.</p> <p>11. Use rhetorical appeals to develop their own messages and synthesize this knowledge into advertisements of their own creation using print or technology.</p>	<ul style="list-style-type: none"> ● Introduce the lesson by engaging students in a brief discussion about their experiences with and the effects of advertising. You may want to ask students: <ol style="list-style-type: none"> 1. Where do you encounter advertising? (They will likely mention television, billboards, radio, Websites, school hallways, and so on). 2. Which specific advertisements "stick in your head?" 3. What makes these advertisements memorable? (They might mention music, catchy slogans, celebrity appearance, the appeal of the product itself, and so forth.) 4. Do you think advertisements have an effect on your personal interests? ● Explain to students that advertisers very carefully construct their ads to make them memorable and appealing to consumers, and that the ways in which they try to convince them to buy products are similar to the ways they have been taught to write persuasively, using certain techniques and aiming toward a particular audience. ● Distribute the Persuasive Techniques in Advertising handout (www.readwritethink.com) and introduce the concepts of pathos, logos, and ethos, defined at the top of the handout. Students 	<ul style="list-style-type: none"> ● Class discussion per topic of lesson. ● Evaluation and written responses to sample advertisements. ● Creation of original advertisement utilizing the skills obtained throughout the lessons. 	<p>RI.11-12.1, 2, 3, 4, 5, 6</p> <p>RI.11-12.10a</p> <p>W.11-12.1, a, b, c</p> <p>W.11-12.2.f</p> <p>W.11-12.4</p> <p>W.11-12.7</p> <p>SL.11-12.1, a, b, c, d</p>

			<p>should understand that these rhetorical strategies are similar to those used in a persuasive writing assignment (refer to Unit 6), and that they will use these strategies when creating their own commercial by the end of this unit. Encourage students to make connections to examples of each of the terms they have used in persuasive writing of their own.</p> <ul style="list-style-type: none"> • After a mini-lesson on the persuasive techniques of advertising, (PPT) students will demonstrate an understanding of three persuasive techniques (pathos, logos, and ethos) and other advertising strategies. Students will then analyze advertisements (provided by teacher as handouts or on screen) according to their employment of these techniques. Have students demonstrate an understanding of the concept of demographics and specific audience by using their critical thinking skills to identify and evaluate arguments (messages) in a nonfiction text and advertisements. Students can either work independently or in groups to examine advertisements and then share out responses. Close by explaining to students that in future sessions, they will be examining existing advertisements with their new analytical skill and applying it to creating ads of their own. • Once students have demonstrated an understanding of the concepts behind persuasive advertising, they are to create 		
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			<p>their own ads utilizing this skill; Students will use this session to begin to synthesize all they have learned about advertising and begin creating a commercial for a fictional product. First ask students to form small groups and decide on a product to advertise. Depending on available time and resources, ask students to create a print, filmed, live, and/or Internet advertisement for their product, assessed as per students made rubric.</p>		
<p>Comparison of Upton Sinclair’s “The Jungle”</p>		<p>12. Students will analyze and compare/contrast two literary works and write a comparative essay. 13. Write rough drafts in accordance with the guidelines of the teacher made rubric. 14. Engage in peer editing and complete checklists; use feedback to revise rough drafts. 15. Complete final drafts in class using ChromeBooks.</p>	<ul style="list-style-type: none"> ● Much like <i>The Jungle</i> exposed ethical issues in the meatpacking industry, <i>Fast Food Nation</i> discusses ethical concerns raised by the fast food industry, including advertising aimed at children, dangerous conditions in the meatpacking industry (some things never change, apparently), the production of tainted meat, and more. Have students read the following two excerpts: <ul style="list-style-type: none"> ○ Excerpt from <i>The Jungle</i> (1906) by Upton Sinclair, from the North Carolina digital history textbook. ○ “The Most Dangerous Job,” excerpt from <i>Fast Food Nation</i> (2002) by Eric Schlosser, from thirdworldtraveler.com. ● Assign the students a one-page essay comparing the two excerpts. The paper should answer the following questions: <ul style="list-style-type: none"> ○ What is the goal of both excerpts? ○ What kinds of details do both authors include in their excerpts to make their points? ○ What were the effects of <i>The Jungle</i>’s publication and what have been some 	<ul style="list-style-type: none"> ● Peer editing procedures and checklists. ● Individual essays graded as per teacher made rubric. 	<p>RI.11-12.1, 2, 3, 4, 5 W.11-12.1, a, b, c, d, e W.11-12.2, a, b, c, d, e, f SL.11-12.1.b SL.11-12.1.c</p>

			<p>possible effects of the publication of <i>Fast Food Nation</i>?</p> <ul style="list-style-type: none"> • Students will begin rough drafts in class and engage in peer editing according to a teacher-made checklist / rubric. • Students will use checklists to engage in meaningful discussion and provide one another with constructive feedback before they complete their final drafts. 		
<p>Post Reading/ Reflection Themes and Real Life Connections</p>		<p>16. Identify and explain the various themes associated with the book. 17. Analyze and evaluate quotes associated with these themes and how they can relate to real life.</p>	<ul style="list-style-type: none"> • Students will be given a series of quotes from the book which illuminate the themes of the play. Students are to discuss each quote in groups and identify the theme in each, noting their responses on the provided graphic organizer. Students will then work with a partner to identify additional supporting evidence from the book for each theme. <p>Possible themes addressed:</p> <ul style="list-style-type: none"> • Ethics of industrialization of the meat industry • Commodification, Commercialism, and Commerce • Individual & Society • Homogenization of Culture • Globalization • Dietary habits in the U.S. and abroad • High risks associated with the food industry • The decline of the small farmer • Cultural imperialism • Consumerism • Greed, Manipulation, Corporations, and “The Bottom Line” 	<ul style="list-style-type: none"> • Students will be assessed on their ability to work as a group and written analysis they provide via graphic organizers. 	<p>RL.11-12.2 W.11-12.1, a, b, c</p>

			<ul style="list-style-type: none"> How can these themes be applied to “real life?” Can you think of any situations in which these circumstances would come up in your own lives? 		
Reflection	1 day	18. Engage in timed class writing assignment: Final reflection writing.	<ul style="list-style-type: none"> Students will engage in writing a post reading reflection on <i>Fast Food Nation</i>. Students will spend one class period to complete a 1-2 page reflection (typed) while using the following as guiding points: <ul style="list-style-type: none"> What type of message did the book deliver? What knowledge did you gain that can be relatable to your own life? Has this book changed you in any way? If so, how? Give specific examples. If there was one thing you take away from this book, what would it be? If you had to describe this book to someone, what would you say? How would you convince them it’s worth reading? Students will also utilize any 10 vocabulary words in their writing. 	<ul style="list-style-type: none"> Students will be assessed as per writing rubric and usage of vocabulary words. 	RL.11-12.1, 2, 3, 9, 10 W.11-12.2 a, b, c, d, e, f; 4; 5; 10 L.11-12.4.c
I Am Malala	3-4 Weeks	1. Analyze the text of <i>I Am Malala</i> by responding to open-ended journal topics.	Possible journal topics: <ul style="list-style-type: none"> Does the power of suggestion or advertising work on you? Why or why not? What current events are the most troubling to modern-day Americans? How can one person change a given society? Why or why not? How important is it to follow your conscience? How easy do you find it to put the past behind you? What types of traditions does your family 	<ul style="list-style-type: none"> Journal entries, assessed according to content. 	RI.11-12.1, 2, 3, 4, 5, 6, 7, 10 SL.11-12.1 a, b, c, d; 2; 3; 4; 5; 6 9.1.12.C.5 9.1.12.B.1

			<p>celebrate? (holidays, weddings, funerals, baby showers, birthday parties, etc.)</p> <ul style="list-style-type: none"> • how important are museums and cultural artifacts to preserving American history and fostering a country's patriotism? • What do you have in common with Malala? What would you like to have in common with her that might grow in time? • To what things does every single person on earth have a right? • Is it easier to do the right thing when someone is watching you? Explain. • What do you know about modern-day Afghanistan? • Are men and women given equal opportunities in today's society? Explain. • When is it good to follow the crowd? When is it dangerous? • Does your family have your future planned out for you? Would you like for this to be the case? Explain. 		
		<p>2. Formulate early opinions regarding the themes in <i>I Am Malala</i> by responding to anticipatory sets.</p>	<ul style="list-style-type: none"> • Students will complete anticipatory sets focused on themes and ideas addressed in <i>I Am Malala</i>. • Students will decide whether they agree or disagree with a provided list of opinions based on their past experiences and observations. • Students will play Four Corners, moving around the room according to their opinions. • Formulate groups based on chosen opinions and compile 3 main reasons justifying their opinions. • Engage in class-wide debate as time allows. 	<ul style="list-style-type: none"> • Written responses to anticipatory sets of questions, assessed according to completion and justification provided. 	<p>SL 1 a, b, c, d; 3; 4; 6 9.1.12.C.5</p>

			<ul style="list-style-type: none"> From this activity, students will be able to predict possible themes revealed through the topics of discussion. 		
		<p>3. Identify background information on <i>I Am Malala</i> and the identifying characteristics of the time period.</p>	<ul style="list-style-type: none"> Students will read nonfiction background articles on <i>I Am Malala</i> and the time period. Students will complete a mini research project on topics such as customs, dress, traditions and background. Students may utilize (but are not limited to) textbooks, library materials, and electronic resources. Students will understand and apply text-specific vocabulary from the given selections. Students will view and take notes on video clips of author's background, exploring childhood, education, family life, career and death. Identify and explore genre of the memoir. 	<ul style="list-style-type: none"> Nonfiction assessment & group presentations assessed according to key. 	<p>RI 1, 2, 3, 7, 10</p>
		<p>4. Define and apply vocabulary words and terms from <i>I Am Malala</i>.</p>	<ul style="list-style-type: none"> Define a given list of vocabulary from <i>I Am Malala</i> and write an original paragraph illustrating your understanding of the given terms. 	<ul style="list-style-type: none"> Vocabulary definitions and writing assignment, assessed according to vocabulary incorporation. 	<p>W.11-12.4, 5, 10 L.11-12.1 a,b; 2b; 3a, 4a, b, c, d; 6</p>
		<p>5. Complete a close reading of <i>I Am Malala</i>, annotate, analyze and provide textual evidence to back up claims to make text-to-text, text-to-world, and text-to-self connections.</p>	<p>Step 1: Look at the technical stuff. Take notes (suggestions follow) on things that the author has chosen to include. If possible, make notes in the margin of the text. (<i>Choose at least 3</i>)</p> <ul style="list-style-type: none"> Diction (the difference between "observe," "notice," "glance," "spot," etc.) Point of view (first person, second person, third person, subjective, objective, 	<ul style="list-style-type: none"> Close Reading Journal kept in students' notebooks, assessed according to notebook rubric. 	<p>RL 1, 2, 3, 4, 5, 6, 9, 10</p>

			<p>omniscient, past tense, present tense, future tense).</p> <ul style="list-style-type: none"> ● Tone (the author’s attitude towards the subject or topic, revealed through the manner of writing – could be sarcastic, optimistic, panicked, despairing, etc.). ● Figures of speech / literary devices (simile, metaphor, alliteration, assonance, consonance, pun, apostrophe, hyperbole, aphorism, innuendo, irony, paradox, personification, synecdoche, imagery, symbolism, etc.) ● Speaker / voice (dig deeper than gender!) ● Target reader / audience ● Theme (both the topic and the author’s opinion about it) ● Conflict (internal or external, where it begins, changes, resolves – for better or for worse) ● Form (how presentation impacts or illuminates the content) ● Title & textual mention ● Patterns / repetition of anything <p>Step 2: Summarize briefly what happens in what it is that you’re reading. <i>(2-4 sentences)</i></p> <p>Step 3: Relate the passage to something bigger (the rest of the poem if it is a stanza, the rest of the novel if it is a chapter, the other texts we’ve read in this unit, anything else you’ve read that shares similar characteristics, a universal value or societal trend, etc.). <i>(2-4 sentences)</i></p> <p>Step 4: Come up with three questions or comments related to the text. <i>(3 sentences)</i></p>		
		<p>6. Explore and apply poetic</p>	<ul style="list-style-type: none"> ● Students will explore and work with poetic 	<ul style="list-style-type: none"> ● Various assignments, 	<p>RL.11-</p>

		and literary devices from <i>I Am Malala</i> .	<p>and literary devices from <i>I Am Malala</i>, including:</p> <ul style="list-style-type: none"> ● sensory imagery ● flashback ● simile / metaphor ● first person point of view ● syntax / diction ● hyperbole ● pacing ● subtext ● allusion ● denotation / connotation ● tone ● context ● mood ● characterization ● descriptive languages 	assessed according to rubrics.	12.6L.11-12.5
		7. Connect non-fiction texts to thematic elements present in <i>I Am Malala</i> .	<ul style="list-style-type: none"> ● Complete nonfiction assignment sheet after reading nonfiction article: ● “Acid attacks, poison: What Afghan girls risk by going to school” ● http://www.cnn.com/2012/08/02/world/meast/cnnheroes-jan-afghan-school/ <ol style="list-style-type: none"> 1. Factual Summary: Write a short summary of the piece you read. 2. Vocabulary: With which vocabulary in the piece did you encounter some degree of difficulty? What did you learn about these terms? 3. Interpretation: What was the main point the author wanted you to get from reading this work? 4. Criticism: With which points of the piece 	<ul style="list-style-type: none"> ● Response questions, assessed according to nonfiction assignment sheet. 	RI.11-12.1, W.11-12.9

			<p>did you agree or find easy to accept? Why? With which points did you disagree or find difficult to believe? Why?</p> <p>5. Personal Response: Put it all together and formulate an opinion. How does this article agree with your present points of view? How does this piece influence or inform new ideas?</p>		
		<p>8. Analyze poem to determine themes, ideas and speaker, evaluate the author's purpose and make connections to modern day society:</p> <p>"Landays" and other poems: https://www.theguardian.com/world/2015/jun/06/love-poetry-and-war-the-afghan-women-risking-all-for-verse</p>	<ul style="list-style-type: none"> • Look at the poem's title for clues. What might this poem be about? • Read this poem straight through, without stopping to analyze it. Identify and explain the possible significance of an image or an emotional reaction. • Look for patterns: repetition, combinations of sounds, colors, scents, themes, ideas, placement of words in a line, etc. Identify and give 2 examples each of at least two. • Identify the speaker (dig deeper than gender! You cannot perceive the nature of a person just by his/her sex). Don't assume it is the poet or even the same gender as the poet. Test voices in the poem to see if the text supports different speakers. • Read the poem again. Identify 3 lines that are important to the overall understanding of the poem. Referencing the lines by number, explain in 4-5 sentences why they are significant. 	<ul style="list-style-type: none"> • Poetry analysis assignment, assessed according to thoroughness of interpretation and reference to the text. 	<p>RL.11-12.7 RL.11-12.10</p>
		<p>9. Compose an original memoir in the style of <i>I Am Malala</i>.</p>	<ul style="list-style-type: none"> • Writing memoir: Just as the assassination attempt on Malala profoundly altered the course of her life, students will write a brief memoir that focuses on one memorable 	<ul style="list-style-type: none"> • Original memoir assessed according to rubric. 	

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			instance where everything seemed to change. The event can be personal and directly related to their family, such as birth, death, marriage and remarriage; on the other hand, it can be something of global significance. For many, living through the attacks on the World Trade Towers and the Pentagon on September 11, 2011, or the inauguration of the United States' first African-American president in 2008, profoundly marked them. In organizing your own memoir, reflect on how Malala organized her narrative by providing the description of a key event, historic and cultural context, and her own response.		
		10. Work in groups to analyze a historical event from differing points of view.	<ul style="list-style-type: none"> Identify a historic event chronicled by journalists, historians, and individuals that has also been addressed in the form of a memoir, diary, or autobiography. Divide the class into groups, and ask each to read different accounts of a same event. For example, one group can read historical accounts of the Jews in Holland during War World II whereas another will read selections from The Diary of Anne Frank. Another pair might read historical accounts of apartheid South Africa while others will read Kaffir Boy. How do they each portray the times? The emotional context? 	<ul style="list-style-type: none"> Group presentation, assessed according to total group involvement and thoroughness of treatment of the topic 	
		11. Analyze the gender barriers faced by girls in modern-day Pakistan.	<ul style="list-style-type: none"> In small groups of three or four people, you will be conducting a gender analysis of education in Pakistan. Using Malala's memoir as a primary source, you will write a two page policy brief including recommendations to inform a 	<ul style="list-style-type: none"> Group presentation assessed according to rubric. 	

			<p>donor-funded program to support gender-based education development projects in Pakistan.</p> <ul style="list-style-type: none"> Your brief should cover USAID's Six Domains of Gender Analysis (see right column), and your recommendations should address the following questions: <ol style="list-style-type: none"> What are key gender issues that might affect the ability of a project to achieve its goals or prevent women and men from benefiting equally? Does the gender analysis suggest that without any proactive intervention there will be gender imbalance in projects? What types of data should be collected to track the gender-related project impacts? What might be some potential unintended consequences? Your gender analysis should use as your primary source Malala's memoir. It should also include an investigation of secondary sources related to Pakistan's laws, policies, and institutional, social, and religious practices and/or other research reports and literature. 		
		<p>12. Critically compare a clip from the Pakistani animated series, <i>Burka Avenger</i>, to the themes found in <i>I Am Malala</i>.</p>	<ul style="list-style-type: none"> A new Pakistani animated series about a female superhero, <i>Burka Avenger</i>, also advocates for the value of education as Malala does. Identify and view an episode from this series, and explain how it resonates with or differs from Malala's memoir. Create a comic book showing a sequence of Malala's memoir that mimics the tone and scope of that found in <i>Burka Avenger</i>. 	<ul style="list-style-type: none"> Comic book presentation assessed according to assignment checklist and reference to the text. 	
		<p>13. Examine what's next -</p>	<ul style="list-style-type: none"> Organizations and activists in every country 	<ul style="list-style-type: none"> Action plan detailing what 	

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		<p>what can be done in today's society to support the goals of Malala and many other Pakistani activists fighting today?</p>	<p>and community advocate for women's rights and an end to violence against women and girls. Other campaigns, such as the 16 Days of Activism against Gender Violence, the White Ribbon Campaign, One Man Can, One Billion Rising, and Girls Not Brides, are global campaigns to raise awareness and encourage communities to stand up to violence. Students will research a group or campaign in their own country or community that is working to end violence against women and write a short essay about the organization/campaign. The essay should consider the following:</p> <ul style="list-style-type: none"> o How did the program start? o What kind of violence does it address? o What kind of approach does the program use? Is it trying to strengthen women's access to justice? To provide support for survivors of violence? To change social norms that support violence? To improve national laws and policies? o What have been the program's most important achievements and challenges? 	<p>is being done and what can be done to support activists and their causes all over the world.</p>	
<p>The Lottery Pre-Reading</p>	<p>1 week</p>	<ol style="list-style-type: none"> 1. Watch video clips of Shirley Jackson's life while taking notes. 2. Identify background information on Shirley Jackson and the time period in which she lived. 3. Identify and explain genre associated with The Lottery. 	<ul style="list-style-type: none"> • Students will read New Yorker article on Shirley Jackson author background; genre http://www.newyorker.com/magazine/2016/10/17/the-haunted-mind-of-shirley-jackson • Define and apply vocabulary from given sections. 	<ul style="list-style-type: none"> • Students will produce outline of the biography of Shirley Jackson and gain deeper insight to the genre of literature. • Vocabulary definitions and writing assignment, assessed according to vocabulary incorporation. 	<p>RI.11-12.10a, b W.11-12.4, 5, 10 L.11-12.1 a,b; 2b; 3a, 4a, b, c, d; 6</p>

		<p>4. Students will identify themes revealed in the story via responses to anticipatory questions.</p>	<ul style="list-style-type: none"> • Students will complete anticipatory set of questions regarding themes and morals addressed throughout the unit. • Students will independently “agree” or “disagree” in providing written responses to set of anticipatory questions on the unit. • Students will then engage in a “Four Corners” activity in which they move around the room according to which answer they chose; discuss as groups to compile top 3 reasons they chose their stance; groups then nominate speakers to represent their point of view and engage in debate. • From this activity, students will be able to predict possible themes. 	<ul style="list-style-type: none"> • written responses to anticipatory set of questions will be collected and reviewed. 	<p>RL.11-12.2</p>
<p>During reading</p>		<p>6. Students will read “The Lottery” and respond to the themes of the story through small group discussion, and personal questions.</p>	<ul style="list-style-type: none"> • Have the students supply the definition of a theme or image pattern in stories and novels. • From their thoughts and definition, ask the students if there are some themes that appear in the story. Some typical ones are evil disguised as good, prejudice and hypocrisy, minds slipping the bonds of reality (from Friedman’s analysis). Students will read and annotate the story and be able to answer discussion questions (attached via link below). • The Lottery: https://sites.middlebury.edu/individualandthesociety/files/2010/09/jackson_lottery.pdf • Students will work collaboratively in groups to compare and contrast their responses and share out their responses with the class. As a class read Jackson’s “The Lottery.” • At the end of the story ask students to write 	<ul style="list-style-type: none"> • Students will be assessed via independent responses to guiding questions and group work. 	<p>RL.11-12.1; 2; 3 W 2 a, b, c, d, e, f; 4; 5; 10 SL.11-12.1 SL.11-12.1.a, b, c, d</p>

			<p>down their immediate reaction to the story and after a few minutes ask for their opinions.</p> <ul style="list-style-type: none"> ● Ask the class these important questions: Why are the townspeople holding the lottery? Why don't they stop? From here, you can talk a little about the sacrifice rituals of other cultures, making moral judgements on those cultures. Is this writing style a type of horror? What type of atmosphere does Jackson create at first, and how does that change? ● In small groups ask students to look at the story again and discuss how the story provides a commentary on these situations: <ol style="list-style-type: none"> 1. How does "The Lottery" prevent the breakdown of society in this community? 2. Respond to the roles of the men and women, how the children act, and what the social and business goals are for each facet of this society. 3. Sacrifice rituals operate on the principle of "scapegoating". After defining the term, describe how the process of "The Lottery" uses the scapegoat and tell what end is desired. Are there any examples in our current society of using scapegoats? 4. "The Lottery" has been used to describe the emotions of people in medicine misdiagnosis cases. Draw the parallels between elements in each situation and describe how this can be true. ● Have the class report their findings and report back to the class. Encourage discussion and full explanations of each report. 		
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<p>During Reading</p>		<p>7. Students will identify and explain the use of various literary devices in the story and explain how they have an impact on the reader.</p>	<ul style="list-style-type: none"> • Students will work in groups to create posters depicting the significance of the following literary devices. • The setting of “The Lottery” is a bright, carefree summer day in a bucolic and seemingly ordinary town, which prides itself in its civic activities and traditions, including an annual lottery. • The setting evokes a pleasant mood. However, Jackson uses irony to create a surprise ending that leaves a lasting impact on a reader. While the setting and mood make the lottery seem like a happy occurrence, in reality, the opposite is true. • The winner of the lottery is stoned to death by the townspeople. Jackson uses foreshadowing to hint at the shocking ending by revealing the characters’ increasing nervousness as the event draws near. Jackson also uses symbolism to reveal the theme of the text. • The lottery and its paraphernalia represent an outdated tradition that people ultimately cling to, even if its significance / necessity isn’t apparent and its effect is devastating. In addition, the lack of solid place (town isn’t named, people have common names) suggest that <i>we are</i> these townspeople, capable of this wickedness. 	<ul style="list-style-type: none"> • Students will create posters to demonstrate role of literary devices in the text and provide an analysis of how this style of writing propels the story and impacts the reader. 	<p>RL.11-12.1; 2; 3 W.2 a, b, c, d, e, f; 4; 5; 10 L.11-12.3 L.11-12.5 L.11-12.5.a, b</p>
<p>Post-Reading Reflection</p>		<p>8. Students thoughtfully reflect on the unit as they provide written responses to how the morals/themes of the story relate to their lives/real life connections.</p>	<ul style="list-style-type: none"> • Using the knowledge of plot and short story elements, write a page long response as to how Jackson creates a sense of horror from the elements of what should be an innocent story about small town America. Comment on the use of withheld knowledge, the irony 	<ul style="list-style-type: none"> • Written reflective analysis; Reflective writing, assessed according to detail of analysis. 	<p>W.11-12.1, a, c W.11-12.2.b, c W.11-12.3</p>

			that can be seen in the names of the characters, and any of the other elements discussed in class.		
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Unit 8 – Poetry: Romanticism

Poetry: Romanticism

(4 weeks)

Summary of the Unit: students use art and poetry to explore and understand major characteristics of the Romantic period. First, students are introduced to the historical, societal, and literary characteristics of the Romantic period. Next, students deepen their understanding of Romanticism through an evaluation of William Wordsworth's definition of poetry. Romanticism was a time of great change in both art and literature. Emotion and nature replaced logic and civilization as the driving forces in these areas. The writing of the time period, especially the poetry, has been very influential in the centuries since it was published. Romanticism forever changed the course of literature.

However, there is more to Romanticism than its influence on the world of literature. It is also significant for high school students today. Romanticism focused on the individual spirit, the power of emotion and passion, and a love of nature. These themes are all important and relevant to life today. The essential questions asks students to connect poetry, emotion, and nature, as these are the major themes of the unit.

Essential Questions:

- How do early British writings help us understand ourselves and our society?
- How does Romantic period literature reflect British culture of that time?
- How is romanticism reflected in each selection read?
- How do the authors use literary elements in their stories?
- How do author's theme reflect real life?
- How is British history/culture reflected in the writing?
- What does a reader need to do to understand a story or poem?
- For what do you want to be remembered?
- For what reasons do people act destructively?
- Would this poem make a popular movie today? Explain
- What images are, for you, symbols of childhood and innocence?
- Is it possible for something to be both terrifying and exciting?

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- Is it better to be innocent or experienced, in general? Explain.
- What makes something beautiful?
- How do all of the Romantic poems illustrate the theme of getting back to basics and urge the reader to do that in his/her own life?

TOPIC/ SELECTION	TIME	OBJECTIVE	INSTRUCTIONAL STRATEGIES & ACTIVITIES	BENCHMARK/ ASSESSMENT	NJSLS
Intro to Unit: Romantic Era; Romanticism	2-3 days	1. Students will describe the influence of historical events on the development of the English language.	<ul style="list-style-type: none"> • Access checklist handout of characteristics of the Romantic Era: http://www.readwritethink.org/files/resources/lesson_images/lesson1142/IsItRomantic.pdf • Overview of Romanticism in Literature: http://www.articlemyriad.com/overview-romanticism-literature/ 	<ul style="list-style-type: none"> • Students will produce written assignments reflecting the understanding of the background and essential questions/themes of this unit (notes/classwork/short quiz on historical background/overview). 	RL 1, 2, 4, 5, 6, 10 9.1.12.C.5
“Rime of the Ancient Mariner” During Reading	1 week	2. Artistically represent visual, dream-like quality of the poem.	<ul style="list-style-type: none"> • Working in small groups of 2-3, illustrate 1 of the 7 parts of the poem, choosing the most vivid imagery and symbolism to convey the importance of what occurs. 	<ul style="list-style-type: none"> • Students will be assessed on a creative art project using a teacher created rubric. 	RL 1, 2, 4, 5, 6, 10 9.1.12.C.5
		3. Explore how rhyme affects mood.	<ul style="list-style-type: none"> • Work in pairs to explore the rhyme patterns in one of the stanzas on pg. 667. What end rhymes are to be found? Internal rhymes? What effect does the rhyme have on the poem’s mood? 	<ul style="list-style-type: none"> • Cooperative assignment assessed according to handout. 	RL 1, 2, 4, 5, 6, 10
After Reading		4. Consider and analyze unconventional interpretations of this poem.	<ul style="list-style-type: none"> • Some have supported that the narrator of this poem may be a vampire. Research the nature of such creatures, and either support or refute this interpretation in writing. 	<ul style="list-style-type: none"> • Students will be formally assessed on the strength of their research and the use of the text in their argument. 	RI 1, 2, 3, 4, 5, 6, 7, 10 W 2 a, b, c, d, e, f; 4; 5; 6; 7; 8; 10 LI 1 a; 2 a,

					b; 3a
		5. Compare and evaluate the relationship between past literary traditions and contemporary writing by comparing and contrasting to versions of "Rime of the Ancient Mariner."	<ul style="list-style-type: none"> Students will examine the lyric sheet and listen to Iron Maiden's version of "Rhyme of the Ancient Mariner." Write a response essay comparing and contrasting the two. 	<ul style="list-style-type: none"> Students will be assessed on a compare and contrast essay using a rubric. 	RL 7 W 2 a, b, c, d, e, f; 4; 5; 6; 7; 8; 10
"Ozymandias"	2 Weeks	1. Explore fundamental aspects of selections through journal writing.	<p>Possible journal topics:</p> <ul style="list-style-type: none"> Describe "romantic" poetry. For what do you want to be remembered? For what reasons do people act destructively? Would this poem make a popular movie today? Explain What images are, for you, symbols of childhood and innocence? Is it possible for something to be both terrifying and exciting? Is it better to be innocent or experienced, in general? Explain. What makes something beautiful? How do all of the Romantic poems illustrate the theme of getting back to basics and urge the reader to do that in his/her own life? 	<ul style="list-style-type: none"> Journal entries, assessed according to content. 	W 4, 10
		2. Apply theme of impermanence to modern-day society.	<ul style="list-style-type: none"> What other things do people get caught up in that don't last forever? Brainstorm a list of such things, and choose one to develop into a 14-line poem. Include the report of a person who ponders some physical symbol of the worldly vice. 	<ul style="list-style-type: none"> Response questions and creative writing, assessed according to rubric. 	W 3a, b, c, d, e; 4; 5; 10

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<p>“The Lamb,” “The Tyger”</p>	<p>2 days</p>	<p>1. Compare the themes of two mirroring poems, and judge the value of both points of view. 2. Based on the structure of Blake’s symbiotic poems, students will produce original writing that uses symbolism to represent good and evil.</p>	<ul style="list-style-type: none"> • After discussing the symmetrical, mirroring structures of Blake’s “The Lamb” and “The Tyger,” list characteristics of both innocence and experience that seem to mirror each other as well, and judge in writing which is better to live by. Is ignorance truly bliss? Is there any way to reconcile the two? • Students will engage in original poetry writing as they create a 20 line poem that utilizes symbolism and poetic language to portray good and evil. 	<ul style="list-style-type: none"> • Guided reading and response questions, assessed according to key. • Original poem assessed as per teacher made rubric. 	<p>RL 1, 2, 3, 4, 5, 9, 10 W.11-12.2.d W.11-12.5</p>
<p>“Ode on a Grecian Urn”</p>	<p>1 day</p>	<p>1. Examine theme of the poem.</p>	<ul style="list-style-type: none"> • According to the lesson taught at the end of the poem, “Beauty is truth; truth beauty. That is all ye know in life, and all ye need to know.” According to this definition of beauty, would the speaker of the poem be likely to call the urn “beautiful?” Why or why not? 	<ul style="list-style-type: none"> • Essay, assessed according to rubric. 	<p>RL 1, 2, 3, 4, 5, 9, 10 W 2 a, b, c, d, e, f; 4; 5; 10</p>

Suggested Generic Activities/Assessments (to be applied to any unit):

- story Maps,
- group paraphrasing
- Venn diagrams
- group presentations
- guided discussion
- video clips and writing responses
- comparison/contrast writers from time frame
- critical poetry/ short story analysis
- readers responses
- character journal entries
- audio presentation
- oral presentation
- autobiography historical background study
- jeopardy – review
- graphic organizer
- student generated questions
- research projects
- author student/poster
- powerpoint presentation
- vocabulary
- quizzes
- persuasive writing
- objective tests
- open response
- group work rubric / presentations
- guided notes
- cumulative project
- The use of Google classroom is suggested to keep students updated with rubrics, guidelines, presentations, updates, reminders, and ability to submit assignments.