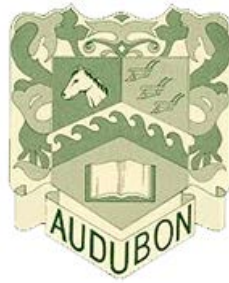


Audubon Public School District



English IV

Curriculum Guide

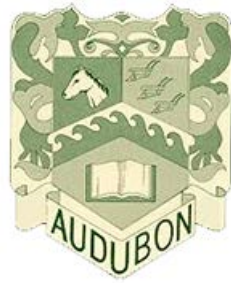
Developed by:

Mrs. Kate Wilson

August 15, 2018

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Course Description

Grade 12: English Language Arts

The major goal of the senior course is to polish fundamental skills for use in the post-secondary environment. Extensive practice is given in all types of communication, both written and oral. Literary units will focus on masterpieces from classic British literature and contemporary young adult and adult fiction. The assessment and requirements of which will be more in depth and will focus more on students' ability to dissect, deconstruct, and analyze at a level appropriate for a college course. Vocabulary is studied in conjunction with SAT preparation, and used in writing assignments in an effort to offer an integrated course to students. Students will participate in a comprehensive public speaking unit, which will span the entire year. Significant topics covered will be rhetorical devices, avoiding common public speaking pitfalls, speaking for a variety of audiences and purposes, and honing such skills for use throughout their adult lives. Formal compositions and papers will be written in accordance with college standards and will be written in a variety of ways—research based, analytical, persuasive, short answer, et al. There will be a review of paper mechanics, punctuation, vocabulary and spelling, and composition form. Students will refine skills necessary for success as they continue their education beyond high school. Critical thinking skills will be emphasized both in composition and discussion. Students will address controversial topics that involve contemporary social issues in written and oral mediums.

Overview / Progressions: Progress Indicators

Overview		Reading		Writing	Speaking & Listening	Language
Unit 1	Focus (Objectives)	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4	RI.11-12.1 RI.11-12.2 RI.11-12.4	W.11-12.1-7	SL.11-12.1	L.11-12.1
	Ancillary (Review)	RL.12.1, RL.12.2, RL.3.3, RL.12.4				
Unit 2	Focus (Objectives)	RL.12.9	RI 12.6,7,9	W.12.4-7		
	Ancillary (Review)	RL.11-12.2 RI.11-12.2		W.11-12.1-7		
Unit 3	Focus (Objectives)	RL.11-12.1-10			SL.11-12.1-6	L.11-12.1-6
	Ancillary (Review)	RL.11-12.1-7		W.11-12.1-7		
Unit 4	Focus (Objectives)	RL. 12.3-5		W. 11-12.10		
	Ancillary (Review)	RL.11-12.1-10	RI.11-12.1 RI.11-12.2 RI.11-12.4	W.11-12.1-7	SL.11-12.1-6	L.11-12.1-6

Subject: ELA	Grade: 12	Unit: 1 College Readiness	1st Marking Period
Focus Standards: Reading		Critical Knowledge and Skills	
RL.12.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RI.12.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RL.12.1 <ul style="list-style-type: none"> ● Provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. ● Provides a determination of where the text leaves matters uncertain. 	
		RI.12.1 <ul style="list-style-type: none"> ● provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. 	
RL.12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RI.12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	RL.12.2: <ul style="list-style-type: none"> ● Provides a statement of two or more themes or central ideas of a text. ● Provides an analysis of how two or more themes or central ideas interact and build on one another to produce a complex account over the course of the text. ● Provides an objective summary of a text. 	
		RI.12.2: <ul style="list-style-type: none"> ● Provides a statement of two or more central ideas of a text. (1) ● Provides an analysis of the development of two or more central ideas over the course of the text, including how they interact and build on one another to produce a complex account. (2) ● Provides an objective summary of a text. 	
Focus Standards: Writing		Critical Knowledge and Skills	
W.12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		<ul style="list-style-type: none"> ● addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements⁴ by using clear and convincing reasoning, details, text based evidence, and/or description; the development is consistently 	

<p>W.12.1.A Introduce precise, <u>knowledgeable</u> claim(s), <u>establish the significance of the claim(s)</u>, distinguish the claim(s) from alternate or opposing claims, and create an organization that <u>logically sequences</u> claim(s) counterclaims, reasons, and evidence.</p> <p>W.12.1. B Develop claim(s) and counterclaims fairly <u>and</u> <u>thoroughly</u>, supplying <u>the most relevant</u> evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, <u>values</u>, and <u>possible</u> <u>biases</u>.</p> <p>W.12.1.C. Use words, phrases, and clauses <u>as well as varied</u> <u>syntax</u> to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.12.1.D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.12.1.E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>appropriate to the task, purpose, and audience.</p> <ul style="list-style-type: none"> ● demonstrates purposeful coherence, clarity, and cohesion⁵ and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas. ● establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone⁶, and/or domain specific vocabulary. ● demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in
<p>W.12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.12.2. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole</p> <p>W.12.2.B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples</p>	

<p>appropriate to the audience's knowledge of the topic</p> <p>W.12.2.C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.12.2.D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic</p> <p>W.12.2.E. Establish and maintain a formal style and objective Tone</p> <p>W.12.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented</p>	
<p>W.12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.12.3.A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events</p> <p>W.12.3.B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters</p> <p>W.12.3.C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</p> <p>W.12.3.D. Use precise words and phrases, telling details, and</p>	

<p>sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>W.12.3.E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</p>	
<p>W.12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	
<p>W.12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p>	
<p>W. 12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p>	
<p>W 12.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p>	
<p>Ancillary Standards</p>	

RL.12.1, RL.12.2, RL.3.3, RL.12.4	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● small/large group work ● Socratic seminar ● Peer review ● College writing workshops 	<ul style="list-style-type: none"> ● resume ● Senior Essay ●
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Student writing examples 	<ul style="list-style-type: none"> ● Online student examples
Cross-Curricular Connections	
●	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● The resume is a living document meant to represent my life and accomplishments on paper ● My college acceptance essay provides color to my life and allows me to prepare for inevitable changes in my life ● Understanding the sociological and psychological differences between high school and college will aid my transition 	<ul style="list-style-type: none"> ● How do I construct a resume? ● What rules dictate the layout of the resume? ● How can my college acceptance essay help separate me from other applicants? ● How can I select the best essay topic to fit my personality? ● What strategies can I employ to craft a quality essay? ● How can I best prepare for the social and psychological differences that await me in college?

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 		<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration

Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages.

Subject: ELA	Grade: 12	Unit: 2	2nd Marking Period
Focus Standards: Reading		Critical Knowledge and Skills	
RI 12. 6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	RL12. 9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	RI.12.6 <ul style="list-style-type: none"> ● provides a determination of an author’s point of view or purpose in a text in which the rhetoric is particularly effective 	
		RL. 12.9: <ul style="list-style-type: none"> ● Demonstrates knowledge of how two eighteenth-century foundational works of American literature, two nineteenth-century foundational works of American literature, or two early-twentieth century foundational works of American literature treat similar themes or topics 	

<p>RI 12. 7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>		<p>RI 12. 7:</p> <ul style="list-style-type: none"> • provide an evaluation of multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
<p>Focus Standards: Writing</p>		<p>Critical Knowledge and Skills</p>
<p>W.12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		<p>Written Expression:</p> <ul style="list-style-type: none"> • address the prompt and provides effective and comprehensive development of the claim, topic and/or narrative • uses clear and convincing reasoning, details, text based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. <p>Organization</p> <ul style="list-style-type: none"> • demonstrate purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas. <p>Clarity of Language</p> <ul style="list-style-type: none"> • establishes and maintains an effective style, while

	<p>attending to the norms and conventions of the discipline</p> <ul style="list-style-type: none"> • uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain specific vocabulary. <p>Knowledge of Language and Conventions</p> <ul style="list-style-type: none"> • The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in
<p>W.12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p>	
<p>W. 12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p>	
<p>W 12.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under</p>	

investigation	
Ancillary Standards	
RL.12.1, RL.12.2, RL.3.3, RL.12.4	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● small/large group work ● Socratic seminar ● Discussion ● Short Writings 	<ul style="list-style-type: none"> ● Quizzes ● Research Task ● Presentation
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Frankenstein; The Strange Case of Dr. Jekyll and Mr. Hyde 	<ul style="list-style-type: none"> ● The Help ● Science of the times>>CommonLit; PBS; Actively Learn ● Historical events>>CommonLit; PBS; Actively Learn ● TED Talks ● Intro Literary Lenses
Cross-Curricular Connections	
●	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Having a foundation about the time period of a piece of literature allows the reader to gain a deeper understanding and appreciation of the characters and their situations ● A reader's individual experiences, as well as my experiences with others, shape how I see the world around me 	<ul style="list-style-type: none"> ● How can informational texts help a reader better understand characters and their situations?

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning

21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages.

Subject: ELA	Grade: 12	Unit: 3	3rd Marking Period
Focus Standards: Reading		Critical Knowledge and Skills	
RL12. 4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and	L12. 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	RL 12.4: <ul style="list-style-type: none"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/or provides an analysis of the impact of s specific word choice on meaning and/or tone, including word with multiple meanings or language that is particularly fresh, engaging, or beautiful ● 	

<p>tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.</p>		<p>L 12.5:</p> <ul style="list-style-type: none"> ● Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. ● Analyze nuances in the meaning of words with similar denotations.
<p>RL 12 3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL 12. 5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact</p>		<p>RL 12 3:</p> <ul style="list-style-type: none"> ● Provide an analysis of the impact of an author’s choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the action is ordered, how the characters are introduced and developed). <p>RL 12.5:</p> <ul style="list-style-type: none"> ● Provide an analysis of how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning
<p>Focus Standards: Writing</p>		<p>Critical Knowledge and Skills</p>
<p>W 12.2:Write informative/explanatory texts to examine and</p>		<p>a. Introduce a topic; organize complex ideas, concepts, and</p>

<p>convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
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Ancillary Standards

RL.12.1, RL.12.2, RL.3.3, RL.12.4

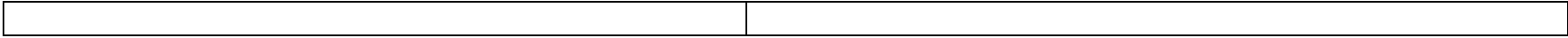
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● small/large group work ● Socratic seminar ● Discussion ● Short Writings 	<ul style="list-style-type: none"> ● quizzes ● excerpt identification and explication
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Othello 	<ul style="list-style-type: none"> ● Shakespeare bkgd ● Literary Lenses ● Project

Cross-Curricular Connections

●	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Authors depict the human condition, the inevitable presence of evil in the world, and illustrates innate emotions (jealousy, envy, hate, etc.) akin to all of humanity. 	<ul style="list-style-type: none"> ● How do the relationships with others shape how we see ourselves and others? ● What comment on the human condition does Shakespeare make through the various relationships in his work?

Subject: ELA	Grade: 12	Unit: 4	4th Marking Period
Focus Standards: Reading		Critical Knowledge and Skills	
RL 3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RL 2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text	RL. 12.3: <ul style="list-style-type: none"> ● Provide an analysis of the impact of an author’s choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the action is ordered, how the characters are introduced and developed). 	
		RL. 12.2: <ul style="list-style-type: none"> ● Provide an analysis of how two or more themes or central ideas interact and build on one another to produce a complex account over the course of the text 	
RL 5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to		RL 12.5: <ul style="list-style-type: none"> ● Provide an analysis of how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning. 	

provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		
Focus Standards: Writing		Critical Knowledge and Skills
W12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
Ancillary Standards		
RL.12.1, RL.12.2, RL.3.3, RL.12.4		
Formative Assessments		Summative Assessments
<ul style="list-style-type: none"> ● small/large group work ● Discussion ● Literary Lenses ● Perspective 		<ul style="list-style-type: none"> ● Independent Project
Suggested Primary Resources		Suggested Supplemental Resources
<ul style="list-style-type: none"> ● A Thousand Splendid Suns 		<ul style="list-style-type: none"> ● Stu. book selections
Cross-Curricular Connections		
<ul style="list-style-type: none"> ● 		
Enduring Understanding		Essential Questions
<ul style="list-style-type: none"> ● Having a foundation about the time period of a piece of literature allows the reader to gain a deeper understanding and appreciation of the characters and their situations ● A reader's individual experiences, as well as my experiences with others, shape how I see the world around me 		<ul style="list-style-type: none"> ● How can informational texts help a reader better understand characters and their situations?



Appendix A

Content Area(s): Language Arts Grade Level(s): 12 Unit Name: College Readiness Timeline: 3-4 weeks non consecutive Curriculum Developer(s): Brian Kulak, Mary Anne Kavanaugh, Melissa Wood

ENDURING UNDERSTANDINGS (Benchmarks):

The resume is a living document meant to represent my life and accomplishments on paper
 My college acceptance essay provides color to my life and allows me to prepare for inevitable changes in my life
 Understanding the sociological and psychological differences between high school and college will aid my transition

ESSENTIAL QUESTIONS:

How do I construct a resume?
 What rules dictate the layout of the resume?
 How can my college acceptance essay help separate me from other applicants?
 How can I select the best essay topic to fit my personality?
 What strategies can I employ to craft a quality essay?
 How can I best prepare for the social and psychological differences that await me in college?

CONTENT			INSTRUCTION and ASSESSMENT	
STANDARDS	SKILLS <small>(What Students Be Able to Do?)</small>	CONCEPTS <small>(What Students Will Understand)</small>	ACTIVITIES/STRATEGIES <small>(Learning Activities/Differentiation/Interdisciplinary Connections)</small>	ASSESSMENT <small>(How Learning Will Be Assessed)</small>
NJSLs.ELA-Literacy.CCRA.W.1-7 NJSLs.ELA-Literacy.CCRA.R.1-2 NJSLs.ELA-Literacy.CCRA.R.10 NJSLs.ELA-Literacy.CCRA.SL.1-7	Construct resume Draft college acceptance essay Develop writing strategies Identify and describe life changes	Resume Importance Acceptance Essay Form and Function Sociology and Psychology of Life After High School	Lecture Small/Large Group Work Modeling resume and essay development Guidance Department seminar(s) Online College Search Peer Review Documentary Film on Campus Life Freshman Fact or Fiction Business writing and general writing techniques (grammar, mechanics, structure, voice) Proofreading and editing skills	Resume, Senior Essay, Small/Large Group Work, Socratic Seminar, College Writing Workshops

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Appendix B

Content Area(s): ELA
Grade Level(s): 12th Grade
Unit Name: Self-Discovery/Awareness
Core Texts: *The Help* by Kathryn Stockett or *The Perks of Being a Wallflower* by Stephen Chbosky
Timeline: 6 weeks
Curriculum Developer(s): Brian Kulak, Melissa Wood, Mary Anne Kavanaugh

ENDURING UNDERSTANDINGS (Benchmarks):

- My individual experiences, as well as my experiences with others, define me
- My choices and reactions to experiences reveal who I am

ESSENTIAL QUESTIONS:

- How can we arrive at self-discovery?
- How do meaningful, individual experiences shape our identity?
- How can we negotiate who we are with the world in which we live?
- In what ways do other people impact our human development?

CONTENT	INSTRUCTION and ASSESSMENT
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STANDARDS	SKILLS (What Students Be Able to Do?)	CONCEPTS (What Students Will Understand)	ACTIVITIES/STRATEGIES (Learning Activities/Differentiation/Interdisciplinary Connections)	ASSESSMENT (How Learning Will Be Assessed)
<p>NJSLS.ELA-Literacy.RL.11-12.1 NJSLS.ELA-Literacy.RI.11-12.1</p> <ul style="list-style-type: none"> • NJSLS.ELA-Literacy.RL.11-12.2 • NJSLS.ELA-Literacy.RI.11-12.2 • • NJSLS.ELA-Literacy.RL.11-12.3 • NJSLS.ELA-Literacy.RI.11-12.3 <p>NJSLS.ELA-Literacy.W.11-12.1</p> <ul style="list-style-type: none"> • • NJSLS.ELA-Literacy.W.11-12.2 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection,</p>	<p>Effective use of textual evidence in an analysis</p> <p>How an author develops a theme</p> <p>Character Traits and Development Plots and subplots Symbolism Word Choice</p> <p>Writing an effective argument – valid claims and support Use of ethos, pathos, and logos Use of rhetorical strategies and devices Effective Transitions Voice</p> <p>Formal writing conventions</p> <p>Audience Voice</p>	<p>Close reading Independent reading</p> <p>Modeling Discussion</p> <p>Direct instruction Discussion Small Group</p> <p>Direct instruction Modeling Discussion</p> <p>Direct instruction Modeling</p> <p>Direct Instruction Modeling</p>	<p>Quiz Precis Essay Presentation Discussion</p> <p>Precis Essay Presentation Discussion</p> <p>Precis Essay Presentation Discussion</p> <p>Written Argument Discussion Presentations</p> <p>Writing samples Computer-based practice</p> <p>Informal and formal writing samples</p>

<ul style="list-style-type: none"> ● NJSLS.ELA-Literacy.W.1 1-12.4 ● ● ● NJSLS.ELA-Literacy.W.1 1-12.5 ● ● ● ● NJSLS.ELA-Literacy.W.1 1-12.6 . ● ● NJSLS.ELA-Literacy.W.1 1-12.7 ● ● NJSLS.ELA-Literacy.SL. 11-12.1 a-d 	<p>organization, and analysis of content.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <ul style="list-style-type: none"> ● ● Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating 	<p>Revision</p> <p>Web-based publishing</p> <p>Databases Research-based writing</p> <p>Public speaking</p>	<p>Direct Instruction Modeling Group revision</p> <p>Use of Internet</p> <p>Modeling Direct Instruction Discussion</p> <p>Discussion</p>	<p>Informal and formal writing samples</p> <p>Informal and formal writing Discussion groups</p> <p>Research-based writing samples</p> <p>Formal and informal presentations</p>
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	<p>understanding of the subject under investigation.</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>			
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Appendix C

Title: Othello

Curricular Area(s): Language Arts

Grade-Level Span: 12

BIG IDEA: *Othello’s* themes are universal and most applicable to upper level students.

ENDURING UNDERSTANDING: Shakespeare’s tragedy depicts the human condition, the inevitable presence of evil in the world, and illustrates innate emotions (jealousy, envy, hate, etc.) akin to all of humanity.

ESSENTIAL QUESTIONS: Why is Iago the quintessential villain? Why is Othello so prone to Iago’s trickery? What is jealousy? Envy? How have we dealt with jealousy and envy in our own lives and how can connect our personal experiences to the experiences the characters have faced? Why would Othello and Desdemona’s marriage be frowned upon? How and why has society become more accepting of interracial relationships? What is a tragedy? A tragic hero? What comment on the human condition does Shakespeare make through Iago and Othello? How can we define evil? Good?

ASSESSMENTS (Acceptable Evidence): Oral quizzes, excerpt identification and explication, short answer prompts, small and large group projects, journal reflection, current articles, verbal response to large group discussion, final paper or project

NJSLS:

RL.11-12.1-10

L.11-12.1-6

SL.11-12.1-6

INSTRUCTIONAL STRATEGIES OR GOALS	ACTIVITIES
Lectures: Dating Rules Through the Years, Race Relations, Jealousy vs. Envy, Evil Incarnate and the Quintessential Villain	Informal lecture, prompted discussion, small group activities, role play, creating the perfect villain and the perfect hero
Focus Lessons: Defining and explaining jealousy and envy, Understanding how to read Shakespeare, defining chiasmus, defining and using the Aristotlean tragic model	Mini-lesson with dictionary definitions and practical applications of jealousy and envy, reading Shakespeare aloud on a small scale before starting the play, provide the Arisotlean model, journal entries connecting experiences with jealousy and envy to characters' experience
Talking Points: Are all people either good or evil? What makes a person evil? Why would someone want to purposely ruin another's life? Would your family accept an interracial relationship? Are there rules in place for dating/courting in today's society? Why can't Othello see through Iago's façade?	Socratic seminar, small group work, pair work, debate, lecture, QAR
Schema: Personal and experiential connection to the text.	Writing samples, prepared speech, student produced video adaptation

TOOLS AND RESOURCES: copies of the play, several video adaptations (both professional and student produced), overhead projector, internet

CREDITS (INCLUDING CONTACT INFORMATION): Dan Rowan

ed. C. Gidjunis 10/7/16

Reapproved June 2017

Appendix

Differentiation	
Enrichment	<ul style="list-style-type: none">● Utilize collaborative media tools● Provide differentiated feedback● Opportunities for reflection● Encourage student voice and input● Model close reading● Distinguish long term and short term goals
Intervention & Modification	<ul style="list-style-type: none">● Utilize “skeleton notes” where some required information is already filled in for the student● Provide access to a variety of tools for responses● Provide opportunities to build familiarity and to practice with multiple media tools● Leveled text and activities that adapt as students build skills● Provide multiple means of action and expression● Consider learning styles and interests● Provide differentiated mentors● Graphic organizers

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	

Appendix C

Content Area(s): ELA
Grade Level(s): 12th Grade
Unit Name: Redemption, Morality, and Miscommunication
Core Text: *Othello* by Shakespeare
Timeline: 6 weeks
Curriculum Developer(s): Brian Kulak, Melissa Wood, Mary Anne Kavanaugh

ENDURING UNDERSTANDINGS (Benchmarks):
 Jealousy and gossip can destroy reputations, relationships, and careers.

ESSENTIAL QUESTIONS:

- How can we determine the difference between “good guys” and “bad guys?”
- How do the human condition, moral code, world landscape and culture affect our ability to redeem ourselves or to be redeemed?
- Can redemption occur without forgiveness?
- How does gossip diminish our capacity to be effective?
- How does jealousy affect our personal and professional relationships?
- How do we determine “The Truth”?
- How do I determine when it is necessary to reveal or conceal information?
- On a global level how does miscommunication and rivalries affect policy?

CONTENT			INSTRUCTION and ASSESSMENT	
STANDARDS	SKILLS (What Students Be Able to Do?)	CONCEPTS (What Students Will Understand)	ACTIVITIES/STRATEGIES (Learning Activities/Differentiation/Interdisciplinary Connections)	ASSESSMENT (How Learning Will Be Assessed)
NJSLS.ELA-Literacy.RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-	Decode text independent of instructor	Close reading Independent reading	Quiz Discussion Collaborative Project

<p><u>NJSLS.ELA-Literacy.RL.11-12.1</u> <u>NJSLS.ELA-Literacy.RI.11-12.1</u></p> <ul style="list-style-type: none"> • <p>NJSLS.ELA-Literacy.RL.11-12.4</p> <ul style="list-style-type: none"> • <u>NJSLS.ELA-Literacy.W.1-12.2</u> • NJSLS.ELA-Literacy.W.1-12.4 • • • NJSLS.ELA-Literacy.W.1-12.5 • • 	<p>CCR text complexity band independently and proficiently.</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising,</p>	<p>Effective use of textual evidence in an analysis</p> <p>Word Choice makes a difference Vocabulary acquisition is important and on-going</p> <p>Formal writing conventions Explicit analysis</p> <p>Audience Voice</p> <p>Revision</p>	<p>Close reading Independent reading</p> <p>Direct instruction Discussion Small Group</p> <p>Direct instruction Modeling</p> <p>Direct Instruction Modeling</p> <p>Direct Instruction Modeling Group revision</p> <p>Use of Internet</p>	<p>Quiz Precis Essay Presentation Discussion</p> <p>Vocabulary Acquisition using SAT Vocab Test/Quizzes Explicate original selections from Shakespeare Discussion</p> <p>Writing samples Computer-based practice</p> <p>Informal and formal writing samples</p> <p>Informal and formal writing samples</p>
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<ul style="list-style-type: none"> ● ● NJSLS.ELA-Literacy.W.11-12.6 . <p>NJSLS.ELA-Literacy.W.11-12.7 NJSLS.ELA-Literacy.W.11-12.8 NJSLS.ELA-Literacy.W.11-12.9</p> <ul style="list-style-type: none"> ● ● ● ● ● ● ● ● ● ● ● ● ● ● 	<p>editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Web-based publishing</p> <p>Collaborate to develop a solution Research to provide veracity Use reliable sources for research Utilize databases Correctly cite information Synthesize gathered information into a cohesive presentation Public speaking</p> <p>Effectively work in a collaborative group Create a cohesive presentation that demonstrates synthesis of reliable sources, collaboration of all team members, and a reasonable solution based on research and creativity.</p>	<p>Direct instruction: Model databases, citations Collaboration Use of technology</p> <p>Use of technology Collaboration Instructor facilitation Public speaking</p>	<p>Informal and formal writing Discussion groups</p> <p>Formal and informal presentations Student Evaluations Research Paper</p> <p>Formal presentation of research project. Student evaluations.</p>
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<ul style="list-style-type: none"> NJSLS.ELA-Literacy.SL.11-12.1 a-d 	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>			
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<h3 style="text-align: center;">Differentiation</h3>	
<p>Enrichment</p>	<ul style="list-style-type: none"> Utilize collaborative media tools Provide differentiated feedback Opportunities for reflection Encourage student voice and input Model close reading Distinguish long term and short term goals

Intervention & Modification	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors ● Graphic organizers
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Problem Solving ● Communication ● Collaboration 	

Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software

Appendix D

Content Area(s): ELA
Grade Level(s): 12th Grade
Unit Name: FAMILY DYNAMICS
Core Text: *The Glass Castle* by Jeanette Walls or *The Road* by Cormac McCarthy
Timeline: 6 weeks
Curriculum Developer(s): Brian Kulak, Melissa Wood, Mary Anne Kavanaugh

ENDURING UNDERSTANDINGS (Benchmarks):
A family's dynamic can be cyclical and difficult to disrupt.

ESSENTIAL QUESTIONS:

- How much can one family member's decisions affect the family's dynamic for generations?
- Is it fair to shield our family members from its own secrets?
- How do authors choose words, names, and symbols?
- How do the main characters forgive the unforgivable?

CONTENT			INSTRUCTION and ASSESSMENT	
STANDARDS	SKILLS (What Students Be Able to Do?)	CONCEPTS (What Students Will Understand)	ACTIVITIES/STRATEGIES (Learning Activities/Differentiation/Interdisciplinary Connections)	ASSESSMENT (How Learning Will Be Assessed)
<p><u>NJSLS.RL.11-12.1</u></p> <ul style="list-style-type: none"> ● ● NJSLS RL.11-12.2 ● ● ● ● NJSLS RL.11-12.3 ● ● NJSLS W.11-12.1 	<p>Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Effective use of textual evidence in an analysis</p> <p>How an author develops a theme through use of symbols</p> <p>Character Traits and Development Plots and subplots Symbolism Word Choice</p> <p>Writing an effective argument – valid claims and support Use of ethos, pathos, and logos Use of rhetorical strategies and devices Effective Transitions Voice</p> <p>Formal writing conventions</p>	<p>Close reading Independent reading</p> <p>Modeling Discussion</p> <p>Direct instruction Discussion Small Group</p> <p>Direct instruction Modeling Discussion</p> <p>Direct instruction Modeling</p>	<p>Quiz Precis Essay Presentation Discussion</p> <p>Precis Essay Presentation Discussion</p> <p>Precis Essay Presentation Discussion</p> <p>Written Argument Discussion Presentations</p> <p>Writing samples Computer-based practice</p>

<ul style="list-style-type: none"> ● NJSLS W.11-12.2 ● ● ● ● NJSLS .W.11-12.4 ● ● ● ● NJSLS W.11-12. .5 ● ● NJSLS W.11-12. 6 ● ● NJSLS ..W11-12.67 	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <ul style="list-style-type: none"> ● ● ● Conduct short as well as more sustained research projects to 	<p>Audience Voice</p> <p>Revision</p> <p>Web-based publishing</p> <p>Databases Research-based writing</p> <p>Public speaking</p>	<p>Direct Instruction Modeling</p> <p>Direct Instruction Modeling Group revision</p> <p>Use of Internet</p> <p>Modeling Direct Instruction Discussion</p> <p>Discussion</p>	<p>Informal and formal writing samples</p> <p>Informal and formal writing samples</p> <p>Informal and formal writing Discussion groups</p> <p>Research-based writing samples</p> <p>Formal and informal presentations</p>
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	<p>answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>			
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