COURSE	MP1 Units	MP2 Units	MP3 Units	MP4 Units
CP US History II	1, 1A, 2	3, 4, 5	6, 7	7, 8, 9

Unit	*Essential Questions*	*Content*	*Skills*	*Assessment*
Unit 1: Anglo-Saxon/Medieval Periods	•Does art shape our values or do values shape our art? •How does society define heroism across time? •How have modern icons used language to transform our thinking? •What are the most important values? •What is a hero? •What is the nature of humanity's struggle between good and evil? How does the "test situation" define ourselves? The Hero's Journey •What pieces of art (literature, television, radio, film, live entertainment, music) best reflect our current societal values? •When is loyalty to myself more important than loyalty to a friend?	•Characteristics of an epic •Characteristics of Anglo-Saxon literature •Characteristics of Medieval literature •Characteristics of oral tradition •Characteristics of romance •Code of Chivalry •Critical plot, setting, and character details in Beowulf •The Hero's Journey	•Analyze a character or concept in writing by identifying key traits and providing examples. •Analyze motivation and characterization. •Annotate and analyze text and subtext. •Critical plot, setting, and character details in Beowulf and Sir Gawain •Define allegory •Define and explain the notion of chivalry and heroic personas •Define romance •Explain the view of life and cultural values in medieval England •Identify chivalry •Identify the characteristics of an epic •Identify the code of chivalry •Identify the contradictions in the role of religion •Infer what Anglo-Saxon cultural beliefs were through plot, setting, and character details in Beowulf •List and define current cultural values •Summarize plot details •Work cooperatively in a small group. •Write effective analytical essays that synthesize various components to determine the author's method and purpose citing textual evidence as support.	<u>Performance Task</u>: •Code of Chivalry--Choose celebrities that exemplify knightly virtues, provide specific examples, create your own code of conduct, and choose complete paragraphs. •Complete a Medieval Times Webquest in groups •Complete analysis chart while reading. •Create a comic strip to depict the main story line of Beowulf, the moral lessons, and the heroic code •Create a Most Wanted poster for Grendel using specific details from the text •Essay: Who is more noble-Gawain or the Green Knight? •Group test review in which each group scans and records examples of various literary devices, vocabulary, and plot. •Write a paragraph incorporating the use of kennings to achieve a creative description. •Write a tabloid article about the events of Sir Gawain and the Green Knight. •Write an essay comparing and contrasting Beowulf and Sir Gawain. •Write and essay explaining/showing how Beowulf demonstrates the characteristics of an epic hero. •Write three paragraphs comparing and contrasting a chapter in John Gardner's novel Grendel to the epic poem Beowulf. <u>Other Evidence</u>: •Class Discussion •Essay •Hero Contrast Essay •Performance Comparison •Presentation •Quiz •Quote Quiz •RAFT •Reading Notes

Standards	Resources
LA.11-12.CCSS.ELA-Literacy.RL.11-12.10b **LA.11-12.CCSS.ELA-Literacy.RL.11-12.1** **LA.11-12.CCSS.ELA-Literacy.RL.11-12.2** **LA.11-12.CCSS.ELA-Literacy.RL.11-12.3** **LA.11-12.CCSS.ELA-Literacy.RL.11-12.4** **LA.11-12.CCSS.ELA-Literacy.RL.11-12.5** **LA.11-12.CCSS.ELA-Literacy.RL.11-12.6** **LA.11-12.CCSS.ELA-Literacy.RL.11-12.7** **LA.11-12.CCSS.ELA-Literacy.RI.11-12.1** **LA.11-12.CCSS.ELA-Literacy.RI.11-12.4** **LA.11-12.CCSS.ELA-Literacy.RI.11-12.6** **LA.11-12.CCSS.ELA-Literacy.RI.11-12.7** **LA.11-12.CCSS.ELA-Literacy.W.11-12.1a** **LA.11-12.CCSS.ELA-Literacy.W.11-12.1b** **LA.11-12.CCSS.ELA-Literacy.W.11-12.1c** **LA.11-12.CCSS.ELA-Literacy.W.11-12.1d** **LA.11-12.CCSS.ELA-Literacy.W.11-12.1e** **LA.11-12.CCSS.ELA-Literacy.W.11-12.2a** **LA.11-12.CCSS.ELA-Literacy.W.11-12.2b** **LA.11-12.CCSS.ELA-Literacy.W.11-12.2c** **LA.11-12.CCSS.ELA-Literacy.W.11-12.2d** **LA.11-12.CCSS.ELA-Literacy.W.11-12.2e** **LA.11-12.CCSS.ELA-Literacy.W.11-12.2f** **LA.11-12.CCSS.ELA-Literacy.W.11-12.4** **LA.11-12.CCSS.ELA-Literacy.W.11-12.5** **LA.11-12.CCSS.ELA-Literacy.W.11-12.6** **LA.11-12.CCSS.ELA-Literacy.W.11-12.7** **LA.11-12.CCSS.ELA-Literacy.SL.11-12.1a** **LA.11-12.CCSS.ELA-Literacy.SL.11-12.1b** **LA.11-12.CCSS.ELA-Literacy.SL.11-12.1c** **LA.11-12.CCSS.ELA-Literacy.SL.11-12.1d** **LA.11-12.CCSS.ELA-Literacy.SL.11-12.3** **LA.11-12.CCSS.ELA-Literacy.SL.11-12.4** **LA.11-12.CCSS.ELA-Literacy.L.11-12.6**	•Beowulf •Grendel •Le Morte D'Arthur •Sir Gawain and the Green Knight

Unit	Essential Questions	Content	Skills	Assessment
Unit 1A: College Essay Writing	•How are you perceived through written words? •What elements create a captivating college essay? •What would you want a potential employer to know about you?	•An effective approach to writing a captivating college essay. •General format of a cover letter. •General format of a resume. •How to navigate the application process (online or in-person).	•Complete a resume. •Write a college essay. •Write a cover letter.	•Accurately completed job application •College essay •Cover letter •Locate essay prompt online •Resume

Standards	Resources
LA.11-12.CCSS.ELA-Literacy.CCRA.W.2 LA.11-12.CCSS.ELA-Literacy.CCRA.W.3 LA.11-12.CCSS.ELA-Literacy.CCRA.W.4 LA.11-12.CCSS.ELA-Literacy.CCRA.W.5 LA.11-12.CCSS.ELA-Literacy.CCRA.W.6 LA.11-12.CCSS.ELA-Literacy.CCRA.W.10 LA.11-12.CCSS.ELA-Literacy.CCRA.L.1 LA.11-12.CCSS.ELA-Literacy.CCRA.L.2 LA.11-12.CCSS.ELA-Literacy.CCRA.L.3 LA.11-12.CCSS.ELA-Literacy.W.11-12.2 LA.11-12.CCSS.ELA-Literacy.W.11-12.2a LA.11-12.CCSS.ELA-Literacy.W.11-12.2b LA.11-12.CCSS.ELA-Literacy.W.11-12.2c LA.11-12.CCSS.ELA-Literacy.W.11-12.2d LA.11-12.CCSS.ELA-Literacy.W.11-12.2e LA.11-12.CCSS.ELA-Literacy.W.11-12.2f LA.11-12.CCSS.ELA-Literacy.W.11-12.3 LA.11-12.CCSS.ELA-Literacy.W.11-12.3a LA.11-12.CCSS.ELA-Literacy.W.11-12.3b LA.11-12.CCSS.ELA-Literacy.W.11-12.3c LA.11-12.CCSS.ELA-Literacy.W.11-12.3d LA.11-12.CCSS.ELA-Literacy.W.11-12.3e LA.11-12.CCSS.ELA-Literacy.W.11-12.4 LA.11-12.CCSS.ELA-Literacy.W.11-12.5 LA.11-12.CCSS.ELA-Literacy.W.11-12.6 LA.11-12.CCSS.ELA-Literacy.L.11-12.1 LA.11-12.CCSS.ELA-Literacy.CCRA.W.3 LA.11-12.CCSS.ELA-Literacy.CCRA.W.4 LA.11-12.CCSS.ELA-Literacy.CCRA.W.5 LA.11-12.CCSS.ELA-Literacy.CCRA.W.6 LA.11-12.CCSS.ELA-Literacy.CCRA.W.10	•Accurately completed job application •College essay •Cover letter •Locate essay prompt online •Resume **Write informative/explanatory texts to examine accurately through the effective selection, organ Write narratives to develop real or imagined ex details, and well-structured event sequences. Produce clear and coherent writing in which th task, purpose, and audience. Develop and strengthen writing as needed by pl approach. Use technology, including the Internet, to produ others.**

Standard	Description
LA.11-12.CCSS.ELA-Literacy.CCRA.L.1	Write routinely over extended time frames (time frames (a single sitting or a day or two) for a ra
LA.11-12.CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of sta speaking.
LA.11-12.CCSS.ELA-Literacy.CCRA.L.3	Demonstrate command of the conventions of sta when writing.
LA.11-12.CCSS.ELA-Literacy.W.11-12.2	Apply knowledge of language to understand hov choices for meaning or style, and to comprehenc
LA.11-12.CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine clearly and accurately through the effective sele
LA.11-12.CCSS.ELA-Literacy.W.11-12.2b	Introduce a topic; organize complex ideas, conc that which precedes it to create a unified whole; tables), and multimedia when useful to aiding co
LA.11-12.CCSS.ELA-Literacy.W.11-12.2c	Develop the topic thoroughly by selecting the m concrete details, quotations, or other informatic the topic.
LA.11-12.CCSS.ELA-Literacy.W.11-12.2d	Use appropriate and varied transitions and syr clarify the relationships among complex ideas a
LA.11-12.CCSS.ELA-Literacy.W.11-12.2e	Use precise language, domain-specific vocabula manage the complexity of the topic.
LA.11-12.CCSS.ELA-Literacy.W.11-12.2f	Establish and maintain a formal style and objec the discipline in which they are writing.
LA.11-12.CCSS.ELA-Literacy.W.11-12.3	Provide a concluding statement or section that f presented (e.g., articulating implications or the
LA.11-12.CCSS.ELA-Literacy.W.11-12.3a	Write narratives to develop real or imagined ex details, and well-structured event sequences.
LA.11-12.CCSS.ELA-Literacy.W.11-12.3b	Engage and orient the reader by setting out a p establishing one or multiple point(s) of view, anc progression of experiences or events.
LA.11-12.CCSS.ELA-Literacy.W.11-12.3c	Use narrative techniques, such as dialogue, paci experiences, events, and/or characters.
LA.11-12.CCSS.ELA-Literacy.W.11-12.3d	Use a variety of techniques to sequence events s and build toward a particular tone and outcome
LA.11-12.CCSS.ELA-Literacy.W.11-12.3e	Use precise words and phrases, telling details, a experiences, events, setting, and/or characters.
LA.11-12.CCSS.ELA-Literacy.W.11-12.4	Provide a conclusion that follows from and refle course of the narrative.
LA.11-12.CCSS.ELA-Literacy.W.11-12.5	Produce clear and coherent writing in which th task, purpose, and audience.
LA.11-12.CCSS.ELA-Literacy.W.11-12.6	Develop and strengthen writing as needed by pl approach, focusing on addressing what is most s
LA.11-12.CCSS.ELA-Literacy.L.11-12.2	Use technology, including the Internet, to produ products in response to ongoing feedback, inclu
LA.11-12.CCSS.ELA-Literacy.L.11-12.2a	Demonstrate command of the conventions of sta speaking.
LA.11-12.CCSS.ELA-Literacy.L.11-12.2b	Demonstrate command of the conventions of sta when writing.
LA.11-12.CCSS.ELA-Literacy.L.11-12.4b	Observe hyphenation conventions. Spell correctly. Identify and correctly use patterns of word char conceive, conception, conceivable).

Unit	*Essential Questions*	*Content*	*Skills*	*Assessment*
Unit 2: Renaissance Poetry/Drama	•Can people fulfill their goals without outstripping our virtues? •Can people get what they want without sacrificing who they are? •How (does the author's choice of poetic devices effect/affect the overall meaning of the work? •How can appearances be different from reality? •How do people deal with an imperfect world, a world that does not meet their expectations? •How does blind ambition impact political behavior? •How does power corrupt? •Should people work to change their flawed existence or accept the hand that fortune has dealt them? •To what extent can people blame others for the negative outcomes of their lives? •What influences our perceptions? •What is the author trying to communicate? •What is the author's purpose? •What is the price for compromising your values? •Where should the line be drawn between ambition and greed?	•Apostrophe •How subtext and choices by actors and directors can influence an audience's understanding of and perception of drama and how this relates to the way literary scholars, actors, and directors actually study texts. •Petrarchan Sonnet •Shakespearean Sonnet •Specific literary terms including pun, paradox, metaphor, tragic hero, inflection, stress, denotation, connotation, and subtext can impact the interpretation of a line or scene. •The major themes of the play and poems. •The plot and historical context of the play.	•Analyze a character or concept in writing by identifying key traits and providing examples. •Analyze imagery. •Analyze motivation and characterization. •Annotate and analyze text and subtext. •Compare and contrast two poems •Elegantly express their interpretations in class discussions •Present tot he class •Synthesize information from various sources. •Work cooperatively in a small group. •Write an analytical essay based on a close reading of a poem. •Write an analytical paragraph based on a close reading of a poem	•Essay •Multi-Choice •Oral Presentation •Quizzes •Test
	Standards			*Resources*
	LA.11-12.CCSS.ELA-Literacy.RL.11-12.10b LA.11-12.CCSS.ELA-Literacy.RL.11-12.1 LA.11-12.CCSS.ELA-Literacy.RL.11-12.2 LA.11-12.CCSS.ELA-Literacy.RL.11-12.3 LA.11-12.CCSS.ELA-Literacy.RL.11-12.4 LA.11-12.CCSS.ELA-Literacy.RL.11-12.5 LA.11-12.CCSS.ELA-Literacy.RL.11-12.6 LA.11-12.CCSS.ELA-Literacy.RL.11-12.7 LA.11-12.CCSS.ELA-Literacy.RI.11-12.1 LA.11-12.CCSS.ELA-Literacy.RI.11-12.2 LA.11-12.CCSS.ELA-Literacy.RI.11-12.4 LA.11-12.CCSS.ELA-Literacy.RI.11-12.5 LA.11-12.CCSS.ELA-Literacy.RI.11-12.6 LA.9-10.CCSS.ELA-Literacy.RI.9-10 LA.9-10.CCSS.ELA-Literacy.CCRA.RI.1			Language in Literature Text

Unit	Essential Questions	Content	Skills	Assessment
Unit 3: Drama: Oedipus, Othello, Okonkwo	• How does self image affect relationships? • Why do we let society dictate what we feel, who we love, how we love and what we do? •Can people get what they want without sacrificing who they are? •How can appearances be different from reality? •How do we people deal with an imperfect world, a world that does not meet their expectations? •How does blind ambition impact political behavior? •How does jealously corrupt people? •How does power corrupt people? •How does superstition affect human behavior? •How does the role between parent and child change over time? •How have and how do the role of males and females differ in society? •How is the role between parent and child defined? •Should people work to change their flawed existence or accept the hand that fortune has dealt them? •To what extent can people blame others for the negative outcomes of their lives? •What influences our perceptions? •What is the price for compromising your values? •What is the primary motivator for individuals to take action? •What is the purpose of our existence? •Where should the line be drawn between ambition and greed?	•A multitude of themes can be conveyed by the same tragic elements. •How subtext and choices by actors and directors can influence an audience's understanding of and perception of drama and how this relates to the way literary scholars, actors and directors actually study texts. •Specific literary terms including, pun, paradox, metaphor, tragic hero, inflection, stress, denotation, connotation, and subtext can impact the interpretation of a line or scene. •The characteristices of tragedy •The major themes of the play. •The plot and historical context of the play	•Analyze a character or concept in writing by identifying key traits and providing examples. •Analyze imagery. •Analyze motivation and characterization. •Annotate and analyze text and subtext. •Synthesize information from various sources. •Work cooperatively in a small group. •Write effective analytical essays that synthesize various components to determine the author's method and purpose citing textual evidence as support. •Write short paragraphs analyzing the junction of specific scenes within the whole play.	•Class Discussion •Essay •Independent Close Reading •Performance Comparison •Presentation •Quiz •Quote Quiz •RAFT •Reading Notes •Short Writing Response •Socratic Seminar •Test •Video Notes

Standards	Resources
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.1 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.2 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.3 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.4 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.5 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.6 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.7 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.9 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.10 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.1 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.2 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.3 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.4 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.5 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.6	•Hamlet •Macbeth •Modern Day Articles Related to Themes in Shakespearean Drama •Oedipus Trilogy •Othello •Phraseology of Shakespearean English •RAFT •Shakespearean Insult Kit •Things Fall Apart

LA.11-12.CCSS.ELA-Literacy.CCRA.RI.9	•THINK-PAIR-SHARE
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.10	
LA.11-12.CCSS.ELA-Literacy.CCRA.W.1	•TIC-TAC-TOE
LA.11-12.CCSS.ELA-Literacy.CCRA.W.4	
LA.11-12.CCSS.ELA-Literacy.CCRA.W.5	•Tossed Lines Read Out Loud
LA.11-12.CCSS.ELA-Literacy.CCRA.W.10	
LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1	
LA.11-12.CCSS.ELA-Literacy.CCRA.L.1	
LA.11-12.CCSS.ELA-Literacy.CCRA.L.2	
LA.11-12.CCSS.ELA-Literacy.CCRA.L.3	
LA.11-12.CCSS.ELA-Literacy.CCRA.L.5	
LA.11-12.CCSS.ELA-Literacy.RL.11-12.1	
LA.11-12.CCSS.ELA-Literacy.RL.11-12.2	
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LA.11-12.CCSS.ELA-Literacy.RL.11-12.4	
LA.11-12.CCSS.ELA-Literacy.RL.11-12.5	
LA.11-12.CCSS.ELA-Literacy.RL.11-12.6	
LA.11-12.CCSS.ELA-Literacy.RL.11-12.7	
LA.11-12.CCSS.ELA-Literacy.RI.11-12.1	
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LA.11-12.CCSS.ELA-Literacy.RI.11-12.4	
LA.11-12.CCSS.ELA-Literacy.RI.11-12.5	
LA.11-12.CCSS.ELA-Literacy.RI.11-12.6	
LA.11-12.CCSS.ELA-Literacy.W.11-12.1	
LA.11-12.CCSS.ELA-Literacy.W.11-12.1a	
LA.11-12.CCSS.ELA-Literacy.W.11-12.1b	
LA.11-12.CCSS.ELA-Literacy.W.11-12.1c	
LA.11-12.CCSS.ELA-Literacy.W.11-12.1d	
LA.11-12.CCSS.ELA-Literacy.W.11-12.1e	
LA.11-12.CCSS.ELA-Literacy.W.11-12.2b	
LA.11-12.CCSS.ELA-Literacy.W.11-12.2c	
LA.11-12.CCSS.ELA-Literacy.W.11-12.2d	
LA.11-12.CCSS.ELA-Literacy.W.11-12.2e	
LA.11-12.CCSS.ELA-Literacy.W.11-12.4	
LA.11-12.CCSS.ELA-Literacy.W.11-12.5	
LA.11-12.CCSS.ELA-Literacy.W.11-12.10	
LA.11-12.CCSS.ELA-Literacy.SL.11-12.1	
LA.11-12.CCSS.ELA-Literacy.SL.11-12.1a	
LA.11-12.CCSS.ELA-Literacy.SL.11-12.1b	
LA.11-12.CCSS.ELA-Literacy.SL.11-12.1c	
LA.11-12.CCSS.ELA-Literacy.SL.11-12.1d	
LA.11-12.CCSS.ELA-Literacy.L.11-12.1	
LA.11-12.CCSS.ELA-Literacy.L.11-12.1a	
LA.11-12.CCSS.ELA-Literacy.L.11-12.1b	
LA.11-12.CCSS.ELA-Literacy.L.11-12.2	
LA.11-12.CCSS.ELA-Literacy.L.11-12.2a	
LA.11-12.CCSS.ELA-Literacy.L.11-12.2b	
LA.11-12.CCSS.ELA-Literacy.L.11-12.3	
LA.11-12.CCSS.ELA-Literacy.L.11-12.3a	
LA.11-12.CCSS.ELA-Literacy.L.11-12.4	
LA.11-12.CCSS.ELA-Literacy.L.11-12.4a	
LA.11-12.CCSS.ELA-Literacy.L.11-12.4b	
LA.11-12.CCSS.ELA-Literacy.L.11-12.4d	
LA.11-12.CCSS.ELA-Literacy.L.11-12.5	
LA.11-12.CCSS.ELA-Literacy.L.11-12.5a	
LA.11-12.CCSS.ELA-Literacy.L.11-12.5b	

Unit	*Essential Questions*	*Content*	*Skills*	*Assessment*
Unit 4: Romantic Poetry/Victorian Poetry/Modern Poetry	•How does the author's choice of poetic devices effect/affect the overall meaning of the work? •What is the author attempting to communicate? •What is the author's purpose?	•Epic •Ode •Poetical devices such as structure, diction, and rhyme scheme. •Poetry is influenced by the author's life story and the societal context in which they live. •Punctuation •Rhyme Scheme •Stanzas •The following poetry terms/devices: allegory, hyperbole, purpose, alliteration, iambic pentameter, scan, allusion, litotes, sestina, apostrophe, metaphor, simile, situation. setting, meter, oxymoron, consonance, paradox, epitaph, free verse, pastoral, and personification	•Analyze a poem in literature circles. •Assess a poem for structure •Connect the subject matter of poetry to relevant cultural/historical events. •Identify and analyze significant literary devices. •Interpret poetry through song, video, or book of poems. •Write an analysis and present in class •Write detailed analysis essays explicating poems. •Write detailed analytical essays comparing and contrasting two poems.	•Class Discussion •Close Reading •Essays •Healthy paragraph •Multiple Choice •Quizzes •RAFT •Tests •Think-Pair-Share

Standards	*Resources*
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.1 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.2 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.4 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.5 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.6 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.10 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.4 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.9 LA.11-12.CCSS.ELA-Literacy.CCRA.W.4 LA.11-12.CCSS.ELA-Literacy.CCRA.W.5 LA.11-12.CCSS.ELA-Literacy.CCRA.W.6 LA.11-12.CCSS.ELA-Literacy.CCRA.W.7 LA.11-12.CCSS.ELA-Literacy.CCRA.SL.3 LA.11-12.CCSS.ELA-Literacy.CCRA.SL.4 LA.11-12.CCSS.ELA-Literacy.CCRA.SL.5 LA.11-12.CCSS.ELA-Literacy.RL.11-12.9 LA.11-12.CCSS.ELA-Literacy.RL.11-12.10a LA.11-12.CCSS.ELA-Literacy.W.11-12.1 LA.11-12.CCSS.ELA-Literacy.W.11-12.1d LA.11-12.CCSS.ELA-Literacy.W.11-12.1e LA.11-12.CCSS.ELA-Literacy.W.11-12.2b LA.11-12.CCSS.ELA-Literacy.W.11-12.2d LA.11-12.CCSS.ELA-Literacy.W.11-12.2e LA.11-12.CCSS.ELA-Literacy.SL.11-12.1 LA.11-12.CCSS.ELA-Literacy.L.11-12.1b LA.11-12.CCSS.ELA-Literacy.L.11-12.2a LA.11-12.CCSS.ELA-Literacy.L.11-12.2b LA.11-12.CCSS.ELA-Literacy.L.11-12.6	

Unit	*Essential Questions*	*Content*	*Skills*	*Assessment*
Unit 5: The Enlightenment and Restoration	•How is satire used today? •If I could change anything about the world, what would it be? •Is there a specific incident in the media that was blown way out of proportion? •What groups of people are oppressed in America/the world? •What makes satire an effective form of criticism? •What, if anything, should be free from the attack of satire?	•Author's use a variety of poetical devices to communicate their intended meaning. •How satire is used today •Satire is an effective means of communicating one's perspective on issues •Society is constantly redefining its values •The gender issues in 18th century literature and society •The purposes and styles of writing used in 18th century British Literature •The techniques 18th century writers used to invoke pity and terror in their audiences •The various cultural problems during this time period •What an author writes is influenced by the author's background and the societal context in which he or she lives.	•Explore and determine why authors wrote pieces •Identify significant historical events both past and present •Understand the author's goal through the use of satire •Write a satirical piece	•Compile a list of possible targets for satire today. •Create a newspaper like The Spectator. •Create a political cartoon for one of the assigned texts. •Create a Twitter feed that rewrites Samuel Pepys' diary •Identify the tone, subject, and purpose of satirical cartoons. •Write a journal entry in a verisimilitudinous fashion similar to Daniel Defoe's "Journal of a Plague Year" •Write a satirical essay. •Class Discussions •Close Reading •Essays •Healthy Paragraphs •Multiple Choice •Picture walk •Presentations •Quizzes •RAFT •Tests •THINK-PAIR-SHARE

Standards	*Resources*
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.1 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.2 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.3 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.4 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.5 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.6 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.8 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.9 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.10 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.2 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.3 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.4 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.5 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.6 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.8 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.9 LA.11-12.CCSS.ELA-Literacy.CCRA.W.4 LA.11-12.CCSS.ELA-Literacy.CCRA.W.5 LA.11-12.CCSS.ELA-Literacy.CCRA.W.6 LA.11-12.CCSS.ELA-Literacy.CCRA.W.10 LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1 LA.11-12.CCSS.ELA-Literacy.CCRA.L.3 LA.11-12.CCSS.ELA-Literacy.CCRA.L.4 LA.11-12.CCSS.ELA-Literacy.CCRA.L.5	•"A Modest Proposal" •"A Vindication of the Rights of Women" •"An Academy for Women" •"An Essay on Man" •"Gulliver's Travels" •"Journal of a Plague Year" •"Letter to Her Daughter" •"Letter to His Son" •"Some Reflections Upon Marriage" •"The Diary of Samuel Pepys" •"Value of Knowledge" •Political cartoons •Richard Sympson (Jonathan Swift) •Saturday Night Live •The Onion •The Spectator

LA.11-12.CCSS.ELA-Literacy.CCRA.L.6	
LA.11-12.CCSS.ELA-Literacy.RL.11-12.4	
LA.11-12.CCSS.ELA-Literacy.RL.11-12.5	
LA.11-12.CCSS.ELA-Literacy.RI.11-12.1	
LA.11-12.CCSS.ELA-Literacy.W.11-12.3a	
LA.11-12.CCSS.ELA-Literacy.W.11-12.3d	
LA.11-12.CCSS.ELA-Literacy.W.11-12.5	
LA.11-12.CCSS.ELA-Literacy.W.11-12.6	
LA.11-12.CCSS.ELA-Literacy.SL.11-12.1	
LA.11-12.CCSS.ELA-Literacy.L.11-12.3	
LA.11-12.CCSS.ELA-Literacy.L.11-12.4	
LA.11-12.CCSS.ELA-Literacy.L.11-12.4c	

Unit	Essential Questions	Content	Skills	Assessment
Unit 6: Predictions for the Future	•Do we have an obligation to be loyal and truthful to our friends and family members? •Does an individual choose his or her own path in life or is it predestined? •How do a person's actions affect his or her own destiny an the destinies of others? •How do individuals cope with the reality of their lives? •How does one go about making an important decision? •What and who is affected in life changing decisions? •What are the values of friends and family? •What does censorship reveal about the novel? •What factors in life determine destiny? •What is Destiny? •What is the "ideal" society? •What is the difference between censorship and other forms of text banning? •Why are books and other texts banned? •Why is a fictional novel appealing to students?	•Hardships bring people together or pull people apart. •How to recognize a literary genre. •That censorship often reflects the time period or society format. •the difference between factual information and propaganda. •The following literary concepts within the reading: theme, flashback, foreshadowing, characterization, tragedy, dynamic/static character, conflict, plot, setting, POV, motivation, metaphor, and simile. •The meaning of carpe diem. •When or if censorship is a legitimate action to take.	•Analyze texts for deeper meaning. •Analyze texts to uncover the author's intent. •Communicate personal interpretations of literature through illustrations, written and oral language, etc. •Compare and contrast stories and characters. •Connect text to self and society through research on the history of Afghanistan and its connection with the United States of America. •Critique characters' responses to situations. •Develop opinions regarding censorship and freedom of thought and speech. •Evaluate characters' situations. •Form opinions as to why themes the novel supports are dangerous, critical, vital, beneficial, etc. •make meaningful connections between themes, ideas, and events in the novels with recent or current events. •Read with comprehension by relating previous experience and knowledge to what is read. •Share personal thoughts, feelings and images evoked by literary selections. •tell and write about personal experiences	•Choose one of the listed quotes and write an essay analyzing that quote. •Create a CD that portrays the mood, characters, setting, themes, and symbols of the novel. •Draw up a set of rules and responsibilities-a Constitution that will guarantee equality among survivors and ensure the groups survival. •Future Invention Creation •Greatest Invention Debate •Model Society Project •Survival Kits •You have been selected to participate in a conference and detail both a list of immediate threats as well as contingency and emergency responce plans to deal with the various threats. •Class Discussion •Essay •Group Project •Multi-Choice •Quiz •Socratic Seminar •Socratic Seminar •Test

Standards	Resources
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.1 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.2 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.3 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.4 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.8 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.2 LA.11-12.CCSS.ELA-Literacy.CCRA.SL.2 LA.11-12.CCSS.ELA-Literacy.CCRA.L.6 LA.11-12.CCSS.ELA-Literacy.RL.11-12.4 LA.11-12.CCSS.ELA-Literacy.RL.11-12.5	•1984 •Alphabet Soup •Brave New World •Clips from KID NATION •Clips from LOST •Current Events Article Excerpts •Fishbowl •Frayer Model •Lord of the Flies •Lord of the Flies Trivia

LA.11-12.CCSS.ELA-Literacy.RL.11-12.7 LA.11-12.CCSS.ELA-Literacy.RI.11-12.2 LA.11-12.CCSS.ELA-Literacy.W.11-12.1d LA.11-12.CCSS.ELA-Literacy.W.11-12.1e LA.11-12.CCSS.ELA-Literacy.W.11-12.2d LA.11-12.CCSS.ELA-Literacy.W.11-12.3c LA.11-12.CCSS.ELA-Literacy.W.11-12.3e LA.11-12.CCSS.ELA-Literacy.W.11-12.9a LA.11-12.CCSS.ELA-Literacy.W.11-12.9b LA.11-12.CCSS.ELA-Literacy.SL.11-12.1d LA.11-12.CCSS.ELA-Literacy.L.11-12.6 TECH.8.2.12.B.CS3 TECH.8.2.12.B.3 TECH.8.2.12.B.CS2 TECH.8.2.12.C.3 TECH.8.2.12.B.2 TECH.8.2.12.B.4 TECH.8.2.12.B.5	•Minority Report •RAFT •Survivor television show •The Island film •The Road •The Road film •Theme organizer •Think-Pair-Share

Unit	Essential Questions	Content	Skills	Assessment
Unit 7: The Modern Novel	•How can one bridge the gap in understanding and/or display respect between yourself and others? •How do you want to be remembered? •How does one know how one is perceived by others? •How is one perceived through written words? •What constitutes a good and meaningful life? •What determines your philosophical approach to life?	•Author's motivation for writing　　. •Author's tone　　　　. •Direct Characterization　　　. •Foreshadowing　　　. •Historical context of each novel　. •Indirect Characterization　　. •Irony　　　. •Plot　　　. •Point of view　　　. •Relevance of novel's background to modern-day issues　　. •Setting　　. •Theme　　.	•Connect what is read to other works previously read •Identify the elements of fiction most prominently at work within a story. •Relate personal experiences to the actions and motivations of the characters within the novels. •Understand the time period, historical references and cultural values reflected in the text. •Write a detailed analytical essay with textual support.	•Students will compare and/or contrast the influences of the characters' cultural upbringings with their own upbringings. •Students will complete an anticipatory guide prior to reading the novels. •Students will create an alternate ending for the novel based on the choices with which the character was faced throughout the novel. •Students will maintain a journal while reading the novel, which will serve to help them digest what they have read, allow them to interpret and understand the motivations of characters and help them predict future events. •Students will perform a picture walk in anticipation of reading the novels. •Students will perform a Webquest pertaining to the history and culture of Afghanistan prior to reading "The Kite Runner". •Class Discussions •Close Reading •Essays •Healthy Paragraphs •Quizzes •Tests

Standards				Resources
TECH.8.1.12.F.CS1 TECH.8.1.12.C.CS2 TECH.8.1.12.B.CS1 TECH.8.1.12.F.CS3 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.1 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.2 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.3 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.4 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.5 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.6 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.8 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.9 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.10 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.2 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.3 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.4 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.5 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.6 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.8 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.9				•Character analysis •Current Event Videos and Articles •Picture walk •Plot diagram •RAFT •Reading journal •Siddhartha •The Kite Runner •The Namesake •The Stranger •Theme analysis •Webquest

	LA.11-12.CCSS.ELA-Literacy.CCRA.W.4	
	LA.11-12.CCSS.ELA-Literacy.CCRA.W.5	
	LA.11-12.CCSS.ELA-Literacy.CCRA.W.6	
	LA.11-12.CCSS.ELA-Literacy.CCRA.W.10	
	LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1	
	LA.11-12.CCSS.ELA-Literacy.CCRA.SL.2	
	LA.11-12.CCSS.ELA-Literacy.CCRA.L.3	
	LA.11-12.CCSS.ELA-Literacy.CCRA.L.4	
	LA.11-12.CCSS.ELA-Literacy.CCRA.L.5	
	LA.11-12.CCSS.ELA-Literacy.CCRA.L.6	
	LA.11-12.CCSS.ELA-Literacy.RL.11-12.4	
	LA.11-12.CCSS.ELA-Literacy.RL.11-12.5	
	LA.11-12.CCSS.ELA-Literacy.RI.11-12.1	
	LA.11-12.CCSS.ELA-Literacy.W.11-12.3a	
	LA.11-12.CCSS.ELA-Literacy.W.11-12.3d	
	LA.11-12.CCSS.ELA-Literacy.W.11-12.5	
	LA.11-12.CCSS.ELA-Literacy.W.11-12.6	
	LA.11-12.CCSS.ELA-Literacy.SL.11-12.1	
	LA.11-12.CCSS.ELA-Literacy.SL.11-12.1c	
	LA.11-12.CCSS.ELA-Literacy.SL.11-12.2	
	LA.11-12.CCSS.ELA-Literacy.L.11-12.3	
	LA.11-12.CCSS.ELA-Literacy.L.11-12.4	
	LA.11-12.CCSS.ELA-Literacy.L.11-12.4b	
	LA.11-12.CCSS.ELA-Literacy.L.11-12.4c	
	TECH.8.1.12.B.CS2	
	TECH.8.1.12.B	
	TECH.8.1.12.C	
	TECH.8.1.12.F	
	TECH.8.1.12.A.CS1	
	TECH.8.1.12.C.CS1	
	TECH.8.1.12.C.CS4	
	TECH.8.1.12.B.2	
	TECH.8.1.12.F.CS2	
	TECH.8.1.12.F.1	
	TECH.8.1.12.C.CS3	
	TECH.8.1.12.A.CS2	
	TECH.8.1.12.F.CS4	

Unit	*Essential Questions*	*Content*	*Skills*	*Assessment*
Unit 8: Self-Selected Reading	•How can I change as a reader when I read different books? •How can reading make me happy? •What are my reading preferences, and what influences those preferences?	•how to independently select a book on theit level. •that asking questions before, during and after reading boosts their understanding of the text. •that characters' words and actions deepenthe readers understanding of the character and plot. •that good readers refer back to the text often. •what do do when encountering an unknown word (look for familiar patterns, use phonics to sound out the word, look for words within words, and use context).	•A text on multiple levels. •An awareness of the literary techniques writers use to enhance the reader's ability to comprehend and interpret texts. •The different strategies to process, analyze, and engage with text. •There are times for active reading and times for passive reading. •Writing about what they read can increase their underdtanding of what you have read and what you will read next.	•Students will design a book jacket that conveys key information about the plot and the author of the novel that they have read. •Students will develop a cross-word puzzle with key vocabulary words. •Students will draw a comic strip that follows significant events within the plot of the novel. •Students will perform a book talk that follows rubric given by teacher. •Students will perform a mock interview with one of the primary characters of the novel. •Students will write a review of the novel that they have chosen to read. •Students will write creatively following the RAFT template pertaining to key plot elements of the novel that they have read. •Class Discussion •Comprehension Questions •Essay •Journal Entries

Standards	*Resources*
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.1 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.2 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.3 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.4 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.8 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.2 LA.11-12.CCSS.ELA-Literacy.CCRA.SL.2 LA.11-12.CCSS.ELA-Literacy.CCRA.L.6 LA.11-12.CCSS.ELA-Literacy.RL.11-12.4 LA.11-12.CCSS.ELA-Literacy.RL.11-12.5 LA.11-12.CCSS.ELA-Literacy.RL.11-12.7 LA.11-12.CCSS.ELA-Literacy.RI.11-12.2 LA.11-12.CCSS.ELA-Literacy.W.11-12.1d LA.11-12.CCSS.ELA-Literacy.W.11-12.1e LA.11-12.CCSS.ELA-Literacy.W.11-12.2d LA.11-12.CCSS.ELA-Literacy.W.11-12.3c LA.11-12.CCSS.ELA-Literacy.W.11-12.3e LA.11-12.CCSS.ELA-Literacy.W.11-12.9a LA.11-12.CCSS.ELA-Literacy.W.11-12.9b LA.11-12.CCSS.ELA-Literacy.SL.11-12.1d LA.11-12.CCSS.ELA-Literacy.L.11-12.6	•Alphabet Soup •Character Diary •Character Map •Double Journal Entries •RAFT •Self-Selected Novels •Think-Pair-Share •Vocabulary Log

Unit	*Essential Questions*	*Content*	*Skills*	*Assessment*
Unit 9: The Research Paper	•How do the skills learned through the research process apply to other areas of life? •How does one navigate an abundance of information?	•How to access and appropriately use the databases. •How to cite direct and indirect quotations. •How to create a properly formatted Works Cited page. •How to create well-organized body paragraphs. •How to formulate a research paper. •How to hook the reader and formulate a well-constructed thesis statement. •How to implement the MLA and/or APA formats into the research process. •How to properly cite various types of sources of information. •How to write concluding statements.	•Complete a finalized research paper in the MLA or APA format. •Create or follow a well-organized outline. •Distinguish between legitimate and illegitimate sources of information. •Distinguish between relevant and irrelevant information. •Formulate answers to original questions using legitimate information. •Gather and organize legitimate information. •Generate a question that can be explored through research. •Organize research into a cohesive research paper. •Properly cite information. •Provide textual evidence that supports their thesis statement.	•Students will be able to employ the writing process (including drafting, revising and editing) in order to complete a finalized research paper. •Students will gather textual evidence to support the thesis statement using an organizer or outline. •Students will peer-edit each others' various drafts of their research papers. •Students will present to the instructor a final draft of a research paper. •Students will read and analyze various sources in order to determine which sources are appropriate and which sources are inappropriate. •Collected facts from appropriate sources •Guided practice on citations •Multiple written drafts •Outline •Properly formatted Works Cited page •Well-formulated introductory, body and concluding paragraphs

Standards				*Resources*
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.1 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.2 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.3 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.4 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.5 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.6 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.8 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.9 LA.11-12.CCSS.ELA-Literacy.CCRA.RL.10 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.2 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.3 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.4 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.5 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.6 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.8 LA.11-12.CCSS.ELA-Literacy.CCRA.RI.9 LA.11-12.CCSS.ELA-Literacy.CCRA.W.4 LA.11-12.CCSS.ELA-Literacy.CCRA.W.5 LA.11-12.CCSS.ELA-Literacy.CCRA.W.6 LA.11-12.CCSS.ELA-Literacy.CCRA.W.10 LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1 LA.11-12.CCSS.ELA-Literacy.CCRA.SL.2				•Produce research paper of various lengths •Rubric will be determined by individual teachers to accommodate the needs of individual learners •Students will be provided a variety of models of varying quality •Teacher will model the Works Cited process and provide guided practice for the students

| | LA.11-12.CCSS.ELA-Literacy.CCRA.L.3
LA.11-12.CCSS.ELA-Literacy.CCRA.L.4
LA.11-12.CCSS.ELA-Literacy.CCRA.L.5
LA.11-12.CCSS.ELA-Literacy.CCRA.L.6
LA.11-12.CCSS.ELA-Literacy.RL.11-12.4
LA.11-12.CCSS.ELA-Literacy.RL.11-12.5
LA.11-12.CCSS.ELA-Literacy.RI.11-12.1
LA.11-12.CCSS.ELA-Literacy.W.11-12.3a
LA.11-12.CCSS.ELA-Literacy.W.11-12.3d
LA.11-12.CCSS.ELA-Literacy.W.11-12.5
LA.11-12.CCSS.ELA-Literacy.W.11-12.6
LA.11-12.CCSS.ELA-Literacy.SL.11-12.1
LA.11-12.CCSS.ELA-Literacy.SL.11-12.1c
LA.11-12.CCSS.ELA-Literacy.SL.11-12.2
LA.11-12.CCSS.ELA-Literacy.L.11-12.3
LA.11-12.CCSS.ELA-Literacy.L.11-12.4
LA.11-12.CCSS.ELA-Literacy.L.11-12.4b
LA.11-12.CCSS.ELA-Literacy.L.11-12.4c
TECH.8.1.12.B.CS1
TECH.8.1.12.F.CS3
TECH.8.1.12
TECH.8.1.12.A
TECH.8.1.12.D
TECH.8.1.12.E
TECH.8.1.12.F
TECH.8.1.12.E.CS4
TECH.8.1.12.A.CS1
TECH.8.1.12.E.CS3
TECH.8.1.12.E.CS2
TECH.8.1.12.E.CS1
TECH.8.1.12.F.CS2
TECH.8.1.12.A.CS2
TECH.8.1.12.F.CS4 | |