

BENWAY SCHOOL

English Language Arts 4

Grade: 12

Credits: 5



Benway School**Unit 1****Content Area:** ELA 4**Unit Title:** Archetypes in Life & Literature (paired with nonfiction)**Writing Focus:** Informative/Explanatory**Grade Level:** 12

Unit Overview: Throughout this unit, students will come to analyze literature with archetypal characters and draw conclusions about society's values. *Through informative/explanatory writing, students will demonstrate how society's definitions of archetypal characters have shifted according to our evolving cultural values.* Moreover, students will explore how these characters and themes inform us today in the context of current events, technologies, and cultures. This content knowledge will be mastered through differentiated activities, multiple means of assessment, and enhancement of prior knowledge. Students will be encouraged to draw real world connections between literary texts and contemporary issues. Informative texts will supplement deeper understanding of literary texts and vice versa.

Recommended Pacing: 8-10 weeks

Student Learning Objectives	NJSLS
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.11-12.1 RI.11-12.1
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RL.11-12.2 RI.11-12.2
Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RL.11-12.3 RI.11-12.3
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RL.11-12.4 RI.11-12.4.
Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RL.11-12.5
Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL.11-12.6

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.	W.11-12.2. A-F
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6
Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.9A.B.
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.	W.11-12.10
Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively	SL.11-12.1.
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	SL11-12.1.A-D
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	SL.11-12.2.
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	SL.11-12.3.
Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.	SL.11-12.4.
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	SL.11-12.6.
Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	L.11-12.1.A
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2.
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.11-12.3.A.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	L.11-12.4.A-D
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5.A-B
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6
New Jersey Student Learning Standards	Progress Indicator
Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.11-12.1
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RL.11-12.2
Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RL.11-12.3
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RL.11-12.4
Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RL.11-12.5
Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL.11-12.6
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.11-12.1
Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	RI.11-12.2
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RI.11-12.3
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and	RI.11-12.4

refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	
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.	RI.11-12.6
<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>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; 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>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>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 style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>	W.11-12.2.A-F
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.)	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments	W.11-12.6
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.	W.11-12.10

<p>Draw evidence from literary or informational texts to support analysis, reflection, and research. (Choice)</p> <p>A. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p> <p>B. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	<p>W.11-12.9 A.B.</p>
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>SL.11-12.1A-D.</p>
<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>SL.11-12.2</p>
<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>SL.11-12.3</p>

Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	SL.11-12.6
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	L.11-12.1A.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.	L.11-12.2A.B.
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.	L.11-12.3A.
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	L.11-12.4A-D
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.	L.11-12.5 A.B.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.	8.1.12.A.3
Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.	8.1.12.C.1
Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	8.1.12.D.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.	8.2.12.B.4
Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.	8.2.12.D.6
Demonstrate an understanding of the problem-solving capacity of computers in our world.	8.2.12.E.1
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Analyze how economic conditions and societal changes influence employment trends and future education.	9.2.12.C.4
Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.	9.2.12.C.5
Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.	9.2.12.C.6
Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.	9.2.12.C.7

Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Archetype, Allegory, Conflict (internal v. external), Paradox, Tragedy, Hubris, Hamartia, Catharsis, Epiphany, Myth, Characterization	
Evidence of Learning	
Suggested Assessments:	
<ul style="list-style-type: none"> ● Literature circles ● Writer's workshop ● Book report assignment ● Presentations ● Class discussions and debates ● Close Reading ● Make connections to the outside world and own life through reading and writing ● Summarize reading ● Homework ● Tests/quizzes ● Essays/compositions ● Reports ● Journal entries ● Discussions ● Notebook assignments ● Peer evaluations ● Daily oral language 	
Learning Activities:	
<ul style="list-style-type: none"> ● Differentiated Instructional Groups and Activities ● Small group/ large group discussion ● Investigation of key concepts & principles ● Anchor Activities 	

Work individually and collaboratively to explore key concepts:

- Examine archetypes across multiple literary sources. Articulate what these commonalities revealed about human nature, society, culture, etcetera.
 - Write a variety of responses to literature and informational text, including short answers, open-ended questions, analytical essays, research essays, and narrative essays.
- Understand and articulate how life experiences are portrayed in historical fiction and fiction versus nonfiction texts.
- Learn how to properly cite from text as evidence to support statements and arguments, using proper MLA in-text citations and Works Cited pages.
 - Analyze themes, motifs and symbols across multiple texts and draw connections
- Build upon prior knowledge of literary elements to attain richer understanding of various texts

Archetypes Research Paper:

Directions:

Write a Report of Information research paper which explores one archetype as it is depicted in several different cultures and types of media. Describe the archetype in detail and use specific quotes and information from at least five sources. Use at least three works of literature, one movie, and one myth, legend, or religious story.

Specific Instructions: Minimum three pages typed, double-spaced, 12-point normal font, 1- inch margins; include a title, introduction, body paragraphs, and a conclusion; include MLA citations within the body of the essay and a Works Cited page at the end.

Promot Link: <http://cibacs.org/teacherpages/jbronkar/PDFs/research%20archetype%20prompt.pdf>

Instructional Materials:

- Textbook
- Smartboard
- Internet
- IXL
- PARCC Rubrics:

https://prc.parcconline.org/system/files/Grade6-11-ELA-LiteracyScoringRubric-July2015_0.pdf

Teacher Resources:

Suggested Extended Texts:

- Epic poem: *Beowulf*, by anonymous
- Excerpts from *Grendel*, by John Gardner
- Tragic play: *Hamlet*, by Shakespeare
- Epic poem: *The Illiad*, by Homer
- Tragic play: *Oedipus Rex*, by Sophocles
- Tragic play: *Antigone*, by Sophocles
- Tragic play: *Death of a Salesman*, by Arthur Miller

Suggested Short Text:

- *The Burning of Rome* from the *Annals* by Tacitus
- *Genesis* books 6-9 *The Flood*

- “Most Beautiful of All the Stars” (Sappho)
- “For my Mother Said”(Sappho)
- “Poems of Catullus” (Catullus)
- “The Story of Pyramus and Thisbe” (Ovid)

Suggested Informational Text:

- *Text to Text ‘Antigone’ and Noche Flamenca’s ‘Antigona’* BY CAROLINE CROSSON GILPIN AND KATHERINE SCHULTEN. JANUARY 21, 2016
<https://learning.blogs.nytimes.com/2016/01/21/text-to-text-antigone-and-noche-flamencas-antigona/>
- “Comparing the Tragedies of *Hamlet*, *Oedipus the King*, and *Death of a Salesman*”
<https://www.bartleby.com/essay/Comparing-the-Tragedies-of-Hamlet-Oedipus-the-FKC56NXZTJ>
- “Sappho and Her Influence on Ancient and Modern Literature” by Stuart Dean
<http://studysappho.blogspot.com/p/sappho-her-influence-on-ancient-and.html>
- “Leaders and Heroes and Modern Day Archetypes” by Sophon Shadraconis
<http://scholarship.claremont.edu/cgi/viewcontent.cgi?article=1048&context=lux>

Other:

- *Joseph Campbell and the Power of Myth with Bill Moyers*, PBS interview
<http://billmoyers.com/content/ep-1-joseph-campbell-and-the-power-of-myth-the-hero%E2%80%99s-adventure-audio/>
- *Hamlet Artwork Folger Library* <https://goo.gl/Z7DSVv>

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<u>Gifted and Talented</u>	<u>English Language Learners</u>
<p><i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts 	<p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers

<ul style="list-style-type: none"> ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments

<ul style="list-style-type: none"> ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● ● Modifications for Assessments: ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions ● Distribute study guide for classroom tests ● Establish procedures for accommodations/modifications for assessments 	<ul style="list-style-type: none"> ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● ● Modifications for Assessments: ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions ● Distribute study guide for classroom tests ● Establish procedures for accommodations/modifications for assessments
--	--

Benway School	
Unit:2	
Content Area: ELA 4	
Unit Title: The Middle Ages	Writing Focus: Argumentative/ Informational
Grade Level: 12	
<p>Unit Overview: Throughout this unit, students will come to analyze literary elements (e.g., allegory, farce, satire, foil) in medieval literary works and identify characteristics of medieval literary forms. <i>Students will write argumentative essays evaluating the author’s intent and how literary elements contribute to meaning. Furthermore, students will engage in persuasive written debate about whether medieval literary and artistic forms reflected the writers’ and artists’ philosophical views of the time period.</i> This content knowledge will be mastered through differentiated activities, multiple means of assessment, and enhancement of prior knowledge. Students will be encouraged to draw real world connections between literary texts and contemporary issues. Informative texts will supplement deeper understanding of literary texts and vice versa.</p>	
Recommended Pacing: 8-10 weeks	
Student Learning Objectives	NJSLs
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), and make relevant connections to support analysis of	RL.11-12.1 RI.11-12.1

what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RL.11-12.2 RI.11-12.2
Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RL.11-12.3 RI.11-12.3
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RL.11-12.4 RI.11-12.4
Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RL.11-12.5
Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL.11-12.6
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1A-E
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6
Draw evidence from literary or informational texts to support analysis, reflection, and research. (Choice)	W.11-12.9A.B.
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.	W.11-12.10
Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively	SL.11-12.1.
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other	SL11-12.1.A-D

research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	SL.11-12.2.
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	SL.11-12.3.
Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.	SL.11-12.4.
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	SL.11-12.6.
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1.A
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2.
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.11-12.3.A.
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	L.11-12.4.A-D
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5.A-B
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6
New Jersey Student Learning Standards	Progress Indicator
Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.11-12.1
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RL.11-12.2
Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RL.11-12.3
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	RL.11-12.4

language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	
Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RL.11-12.5
Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL.11-12.6
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.11-12.1
Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	RI.11-12.2
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RI.11-12.3
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	RI.11-12.4
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.	RI.11-12.6
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1.
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.)	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments	W.11-12.6
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.	W.11-12.10

<p>Draw evidence from literary or informational texts to support analysis, reflection, and research. (Choice)</p> <p>A. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p> <p>B. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	<p>W.11-12.9 A.B.</p>
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>SL.11-12.1A-D.</p>
<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>SL.11-12.2</p>
<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>SL.11-12.3</p>

Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	SL.11-12.6
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	L.11-12.1A.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.	L.11-12.2A.B.
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.	L.11-12.3A.
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	L.11-12.4A-D
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.	L.11-12.5 A.B.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.	8.1.12.A.3
Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.	8.1.12.C.1
Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	8.1.12.D.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.	8.2.12.B.4
Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.	8.2.12.D.6
Demonstrate an understanding of the problem-solving capacity of computers in our world.	8.2.12.E.1
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Analyze how economic conditions and societal changes influence employment trends and future education.	9.2.12.C.4
Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.	9.2.12.C.5
Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.	9.2.12.C.6
Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.	9.2.12.C.7

Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Allegory, farce, satire, foil, frame story, exemplum, irony	
Evidence of Learning	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> ● Literature circles ● Writer's workshop ● Book report assignment ● Presentations ● Class discussions and debates ● Close Reading ● Make connections to the outside world and own life through reading and writing ● Summarize reading ● Homework ● Tests/quizzes ● Essays/compositions ● Reports ● Journal entries ● Discussions ● Notebook assignments ● Peer evaluations ● Daily oral language 	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Differentiated Instructional Groups and Activities ● Small group/ large group discussion ● Investigation of key concepts & principles ● Anchor Activities ● Work individually and collaboratively to explore key concepts: 	

- Analyze and articulate how the stereotypes and characterization of Chaucer’s pilgrims reflect his views of religious corruption and social boundaries in the medieval period.
- Consider how the themes reflected in the general Prologue carry over to the tales told by the pilgrims and whether the morals of the tales are universal and applicable to the modern world.
- Write a variety of responses to literature and informational text, including short answers, open-ended questions, analytical essays, research essays, and narrative essays.
- Understand and articulate how life experiences are portrayed in historical fiction and fiction versus nonfiction texts.
- Learn how to properly cite from text as evidence to support statements and arguments, using proper MLA in-text citations and Works Cited pages.
- Analyze themes, motifs and symbols across multiple texts and draw connections
- Build upon prior knowledge of literary elements to attain richer understanding of various texts

Instructional Materials:

- Textbook
- Smartboard
- Internet
- IXL
- PARCC Rubrics:
https://prc.parcconline.org/system/files/Grade6-11-ELA-LiteracyScoringRubric-July2015_0.pdf

Teacher Resources:

Suggested Short Text:

- The General Prologue in *The Canterbury Tales* (Geoffrey Chaucer)
- “The Wife of Bath’s Tale” in *The Canterbury Tales* (Geoffrey Chaucer)
- “The Knight’s Tale” in *The Canterbury Tales* (Geoffrey Chaucer)
- “The Monk’s Tale” in *The Canterbury Tales* (Geoffrey Chaucer)
- “The Pardoner’s Tale” in *The Canterbury Tales* (Geoffrey Chaucer)

Suggested Extended Text:

- *The One and the Many in the Canterbury Tales* (Traugott Lawler)
- *St. Thomas Aquinas*
- *Dante’s Inferno*

Suggested Poems:

- Selected poems from the *Carmina Burana*
<http://www.poetryintranslation.com/PITBR/Latin/CarminaBurana.htm>

Suggested Essays/Informational Texts:

- “The Power of Ridicule: An Analysis of Satire” by Megan LeBeouf
<http://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1065&context=srhonorsprog>
- “Introduction to the Middle Ages”
<https://www.readworks.org/article/The-Middle-Ages-Introduction-to-the-Middle-Ages/775e5e23-301c-409b-be24-ba8658d51aca#!articleTab:content/>

- *Introduction to the Middle Ages* by Dr. Nancy Ross
<https://www.khanacademy.org/humanities/ap-art-history/early-europe-and-colonial-americas/m-early-europe-islamic-world/a/introduction-to-the-middle-ages>
- “The Allegory in Literature: Primary Sources: Plato, Socrates and the Story of the Cave”
<https://newsela.com/articles/primary-source-plato-socrates-cave/id/25547/>
- Guilds in the Middle Ages, Georges Renard
<http://socserv.mcmaster.ca/econ/ugcm/3113/renard/guilds.pdf>
- “The Pardoner’s Tale and The Canterbury Tales as a Death Warrant” from *The Life, Death and Afterlife of Geoffrey Chaucer*, Robin Wharton
<http://chaucer.lmc.gatech.edu/the-pardoners-tale-and-the-canterbury-tales-as-a-death-warrant/>
- “The Canterbury Tales: Chaucer’s Respectful Critique of Church Officials and Their Abuse of Power,” Lauren Day http://digitalcommons.salve.edu/pell_theses/75/

Art, Media, Music

- *Medieval Images, Icons, and Illustrated English Literary Texts: From Ruthwell Cross to the Ellesmere Chaucer* (MaidieHilmo)
- *Medieval Artwork* <http://www.medieval-life-and-times.info/medieval-art/>

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<p align="center"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p>	<p align="center"><u>English Language Learners</u></p>
<p>Extension Activities: Conduct research and provide presentation of cultural topics Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. Authentic listening and reading sources that provide data and support for speaking and writing prompts Exploration of art and/or artists to understand society and history Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication Anchor activities Use of higher-level questioning techniques</p>	<p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers

Students with Disabilities

(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP team)

Modifications for Classroom:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Students at Risk of School Failure

Modifications for Classroom:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

Modifications for Assessments:

- Extended time on classroom tests and quizzes

<ul style="list-style-type: none"> ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions ● Distribute study guide for classroom tests ● Establish procedures for accommodations/modifications for assessments 	<ul style="list-style-type: none"> ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions ● Distribute study guide for classroom tests ● Establish procedures for accommodations/modifications for assessments
--	---

Benway School	
Unit: 3	
Content Area: ELA 4	
Unit Title: Renaissance Era	Writing Focus: Narrative/ Explanatory
Grade Level: 12	
<p>Unit Overview: Throughout this unit, students will come to analyze how Renaissance literature breaks with and builds on the literature of Ancient Greece, Rome and the Middle Ages. In conjunction, students will explore how the literary forms of the era reflected changing religious, philosophical, and aesthetic principles of the day. <i>Through narrative writing, students will analyze how the historical contexts and cultural influences of the Renaissance impacted the literature of the time.</i></p> <p>This content knowledge will be mastered through differentiated activities, multiple means of assessment, and enhancement of prior knowledge. Students will be encouraged to draw real world connections between literary texts and contemporary issues. Informative texts will supplement deeper understanding of literary texts and vice versa.</p>	
Recommended Pacing: 8-10 weeks	
Student Learning Objectives	NJSLs
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.11-12.1 RI.11-12.1
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RL.11-12.2 RI.11-12.2

Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RL.11-12.3 RI.11-12.3
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RL.11-12.4 RI.11-12.4
Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RL.11-12.5
Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL.11-12.6
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.1A-E
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6
Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.9A.B.
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.	W.11-12.10
Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on grade 11 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively	SL.11-12.1
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	SL11-12.1.A-D
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	SL.11-12.2.

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	SL.11-12.3.
Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.	SL.11-12.4.
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	SL.11-12.6.
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1.A
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2.
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. .	L.11-12.3.A.
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	L.11-12.4.A-D
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5.A-B
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6
New Jersey Student Learning Standards	Progress Indicator
Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.11-12.1
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RL.11-12.2
Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RL.11-12.3
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RL.11-12.4
Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RL.11-12.5

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL.11-12.6
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.11-12.1
Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	RI.11-12.2
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RI.11-12.3
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	RI.11-12.4
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.	RI.11-12.6
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3
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.)	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments	W.11-12.6
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.	W.11-12.10
Draw evidence from literary or informational texts to support analysis, reflection, and research. (Choice) A.Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).	W.11-12.9 A.B.

<p>B. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>SL.11-12.1A-D.</p>
<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>SL.11-12.2</p>
<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>SL.11-12.3</p>
<p>Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>SL.11-12.4</p>
<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>SL.11-12.6</p>
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.11-12.1A.</p>

<p>A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions.</p> <p>B. Spell correctly.</p>	L.11-12.2A.B.
<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p>	L.11-12.3A.
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	L.11-12.4A-D
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>	L.11-12.5 A.B.
<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	L.11-12.6
<p style="text-align: center;">New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i></p>	Indicator

Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.	8.1.12.A.3
Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.	8.1.12.C.1
Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	8.1.12.D.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.	8.2.12.B.4
Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.	8.2.12.D.6
Demonstrate an understanding of the problem-solving capacity of computers in our world.	8.2.12.E.1
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Analyze how economic conditions and societal changes influence employment trends and future education.	9.2.12.C.4
Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.	9.2.12.C.5
Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.	9.2.12.C.6
Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.	9.2.12.C.7
Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6

Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
rhyme scheme, iambic pentameter, Petrarchan sonnet, Spenserian sonnet, Metaphysical conceit, Cavalier poet, heliocentric, vernacular, edict	
Evidence of Learning	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> ● Literature circles ● Writer's workshop ● Book report assignment ● Presentations ● Class discussions and debates ● Close Reading ● Make connections to the outside world and own life through reading and writing ● Summarize reading ● Homework ● Tests/quizzes ● Essays/compositions ● Reports ● Journal entries ● Discussions ● Notebook assignments ● Peer evaluations ● Daily oral language 	
<p style="text-align: center;">Learning Activities:</p> <ul style="list-style-type: none"> ● Differentiated Instructional Groups and Activities ● Small group/ large group discussion ● Investigation of key concepts & principals ● Anchor Activities ● Work individually and collaboratively to explore key concepts ● Write a variety of responses to literature and informational text, including short answers, open-ended questions, analytical essays, research essays, and narrative essays. ● Understand and articulate how life experiences are portrayed in historical fiction and fiction versus nonfiction texts. ● Learn how to properly cite from text as evidence to support statements and arguments, using proper MLA in-text citations and Works Cited pages. ● Analyze themes, motifs and symbols across multiple texts and draw connections ● Build upon prior knowledge of literary elements to attain richer understanding of various texts 	

Instructional Materials:

- Textbook
- Smartboard
- Internet
- IXL
- PARCC Rubrics:

https://prc.parcconline.org/system/files/Grade6-11-ELA-LiteracyScoringRubric-July2015_0.pdf

Teacher Resources:**Suggested Short Text:**

- Sonnets 29, 30, 40, 116, 128, 130, 143, and 146 (William Shakespeare)
- “The Passionate Shepherd to His Love” (Christopher Marlowe)
- “The Nymph’s Reply to the Shepherd” (Sir Walter Raleigh)
- Various Sonnets by Petrarch
- Various Sonnets by Edmund Spenser
- Elizabeth I speech to the troops
<http://www.readwritethink.org/files/resources/lesson-docs/QueenElizSpeech.pdf>
- Henry VI speech to Parliament <http://shakespeare.mit.edu/3henryvi/3henryvi.1.1.html>

Suggested Extended Text:

- *Othello* (LNP)
- *Rabelais and His World* (Mikhail Bakhtin)

Suggested Informational Text:

- *Shakespeare’s Sonnets and Their Current Influence* by Don Paterson
<https://www.theguardian.com/books/2010/oct/16/shakespeare-sonnets-don-paterson>
- “After 350 Years, Vatican Says Galileo Was Right: It Moves” by Alan Cowell
<http://www.nytimes.com/1992/10/31/world/after-350-years-vatican-says-galileo-was-right-it-moves.html>
- *Did Shakespeare Consciously Use Archaic English?* (Mary Catherine Davidson)
<https://extra.shu.ac.uk/emls/si-01/si-01davidson.html>

Suggested Art and Media:

- *Renaissance Art and its Origins* <http://www.history.com/topics/renaissance-art>
- *The Renaissance: the Rebirth of Science, Culture, and its Philosophical Influence* by Jessie Szalay <https://www.livescience.com/55230-renaissance.html>

*Indicates that the Lexile Level of the piece is below recommended Lexile range for that grade level

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

Gifted and Talented

English Language Learners

Modifications:

<p><i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● <u> </u> Conduct research and provide presentation of cultural topics ● <u> </u> Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● <u> </u> Authentic listening and reading sources that provide data and support for speaking and writing prompts ● <u> </u> Exploration of art and/or artists to understand society and history ● <u> </u> Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● <u> </u> Anchor activities ● <u> </u> Use of higher-level questioning techniques ● <u> </u> Provide assessments at a higher-level of thinking 	<ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
<p><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments, ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time 	<p><u>Students at Risk of School Failure</u> Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments

<ul style="list-style-type: none"> ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions ● Distribute study guide for classroom tests ● Establish procedures for accommodations/modifications for assessments 	<ul style="list-style-type: none"> ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions ● Distribute study guide for classroom tests ● Establish procedures for accommodations/modifications for assessments
--	---

Benway School
Unit 4
Content Area: ELA 4
Unit Title: Neoclassical, Romantic, and Victorian Literature Writing Focus: Research/Informational
Grade Level: 12
Unit Overview: Throughout this unit, students will come to analyze texts that evaluate the seventeenth, eighteenth, and nineteenth century writers and evaluate how they regarded the relationship between reason and emotion. Through analysis of various literary genres and written research, students will examine how satire promoted an understanding of authorial intent. <i>Moreover, they will research literary criticisms, focusing on clarity and precision of expression.</i> This content knowledge will be mastered through differentiated activities, multiple means of assessment, and enhancement of prior

knowledge. Students will be encouraged to draw real world connections between literary texts and contemporary issues. Informative texts will supplement deeper understanding of literary texts and vice versa.

Recommended Pacing: 8-10 weeks

Student Learning Objectives	NJSLS
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.11-12.1 RI.11-12.1
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RL.11-12.2 RI.11-12.2
Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RL.11-12.3 RI.11-12.3
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RL.11-12.4 RI.11-12.4
Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RL.11-12.5
Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL.11-12.6
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.	W.11-12.7.
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. (MLA or APA Style Manuals).	W.11-12.8
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or	W.11-12.5

APA Style), focusing on addressing what is most significant for a specific purpose and audience.	
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6
Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.9A.B.
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.	W.11-12.10
Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively	SL.11-12.1.
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	SL11-12.1.A-D
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	SL.11-12.2.
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	SL.11-12.3.
Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.	SL.11-12.4.
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	SL.11-12.6.
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	L.11-12.1.A
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2.
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.11-12.3.A.
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	L.11-12.4.A-D
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5.A-B

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6
New Jersey Student Learning Standards	Progress Indicator
Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.11-12.1
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RL.11-12.2
Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RL.11-12.3
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RL.11-12.4
Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RL.11-12.5
Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL.11-12.6
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.11-12.1
Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	RI.11-12.2
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RI.11-12.3
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	RI.11-12.4
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.	RI.11-12.6

<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>C. Use transitions (e.g. words, phrases, clauses) 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>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>	<p>W.11-12.1.A-E</p>
<p>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.11-12.4</p>
<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>W.11-12.5</p>
<p>Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments</p>	<p>W.11-12.6</p>
<p>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.</p>	<p>W.11-12.10</p>
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research. (Choice)</p> <p>A. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p>	<p>W.11-12.9 A.B.</p>

<p>B. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	
<p>Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p>	W.11-12.7
<p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	W.11-12.7
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	W.11-12.7
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	SL.11-12.1A-D.
<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	SL.11-12.2
<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	SL.11-12.3

Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	SL.11-12.6
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	L.11-12.1A.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.	L.11-12.2A.B.
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.	L.11-12.3A.
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	L.11-12.4A-D
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.	L.11-12.5 A.B.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.	8.1.12.A.3
Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.	8.1.12.C.1
Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	8.1.12.D.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.	8.2.12.B.4
Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.	8.2.12.D.6
Demonstrate an understanding of the problem-solving capacity of computers in our world.	8.2.12.E.1
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Analyze how economic conditions and societal changes influence employment trends and future education.	9.2.12.C.4
Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.	9.2.12.C.5
Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.	9.2.12.C.6
Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.	9.2.12.C.7

Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Neoclassical Drama conventions, lucidity, wit, Heroic couplet, ambiguity, realism, situational irony, verbal irony	
Evidence of Learning	
Suggested Assessments:	
<ul style="list-style-type: none"> ● Literature circles ● Writer's workshop ● Book report assignment ● Presentations ● Class discussions and debates ● Close Reading ● Make connections to the outside world and own life through reading and writing ● Summarize reading ● Homework ● Tests/quizzes ● Essays/compositions ● Reports ● Journal entries ● Discussions ● Notebook assignments ● Peer evaluations ● Daily oral language 	
Learning Activities:	
<ul style="list-style-type: none"> ● Differentiated Instructional Groups and Activities ● Small group/ large group discussion ● Investigation of key concepts & principles ● Anchor Activities 	

individually and collaboratively to explore key concepts

- Explore satirical elements and discuss their relevance in a historical and contemporary context
 - Write a variety of responses to literature and informational text, including short answers, open-ended questions, analytical essays, research essays, and narrative essays.
- Understand and articulate how life experiences are portrayed in historical fiction and fiction versus nonfiction texts.
- Learn how to properly cite from text as evidence to support statements and arguments, using proper MLA in-text citations and Works Cited pages.
 - Analyze themes, motifs and symbols across multiple texts and draw connections
- Build upon prior knowledge of literary elements to attain richer understanding of various texts

Instructional Materials:

- textbook
- Smartboard
- Internet
- Edmodo
- PARCC Rubrics:
https://prc.parcconline.org/system/files/Grade6-11-ELA-LiteracyScoringRubric-July2015_0.pdf

Teacher Resources:

Suggested Extended Text:

- *Tartuffe* by Moliere
- *A Doll's House* by Henrik Ibsen

Suggested Short Text:

- Excerpts from *Culture and Anarchy* (Matthew Arnold)
- Excerpts from the opening of *Faust* (Johann Wolfgang Von Goethe)
- Excerpts from *Reveries of a Solitary Walker* (Jean-Jacques Rousseau)
- *Childe Harold's Pilgrimage* (George Gordon, Lord Byron)
- "The Ballad of Reading Gaol" (Oscar Wilde)
- "Dover Beach" (Matthew Arnold)
- "Goblin Market" (Christina Rossetti)
- "Spring and Fall" (Gerard Manley Hopkins)
- Sonnet 43 (Elizabeth Barrett Browning)
- "Love Among the Ruins" (Robert Browning)

Suggested Informational Text:

- Essay: *A Modest Proposal* by Jonathan Swift
- "The Truth About Human Nature according to Plato, Swift, and Locke" by Lee Perlman
<http://www.thenewatlantis.com/publications/the-truth-about-human-nature>
- *An Essay Concerning Human Understanding* (John Locke)
<http://www.earlymoderntexts.com/assets/pdfs/locke1690book1.pdf>
- "Reason and Emotion: A Note on Plato, Darwin, and Damasio" by Joachim Krueger, Ph.D.
<https://www.psychologytoday.com/blog/one-among-many/201006/reason-and-emotion-note-plato-darwin-and-damasio>

- “Tartuffe: Ruthless, Bullying, Evil, and...Human” by Richard Wilbur
<http://www.nytimes.com/1977/09/25/archives/tartuffe-ruthless-bullying-evil-and-human-about-tartuffe.html>

Suggested Art and Media:

- *Neoclassical and Romantic Paintings*
<http://www.essential-humanities.net/western-art/painting/neoclassical-romantic/>
- *The Art of Sculpture of Victorian Britain* <http://www.victorianweb.org/victorian/sculpture/>

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<p style="text-align: center;"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p style="text-align: center;">Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<p style="text-align: center;"><u>English Language Learners</u></p> <p style="text-align: center;">Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p style="text-align: center;">Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher

- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments